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EDITOR
C. M. LOUHTI

MANAGING EDITOR
ALLEN J. SPROW

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C. M. LOUTTIT

1901-1956

It is with a deep sense of personal loss that I record the death of C. M. Louttit, Editor of *Psychological Abstracts* since 1947, on 24 May 1956.

It was my privilege to work with Dr. Louttit since 1948 in the editorial production of this bibliographic service for psychology, the Editorship of which represented the culmination of his lifelong avocational interest in psychological bibliography and the classification of psychological literature. His "Bibliography of bibliographies in psychology, 1900-1927" was published the year he received the Ph. D. degree from Yale University. While he was on the faculty of Indiana University and Director of the Psychological Clinic there, he published his "Handbook of psychological literature" and his first classification schedule for psychological literature. He also gave a seminar in psychological literature there. Class I, Psychology, of the Bliss system of bibliographical classification was the collaborative work of H. E. Bliss and C. M. Louttit. This and "Professional problems in psychology," which was written with R. S. Daniel, were published during Dr. Louttit's tenure in the administration of the University of Illinois. Just prior to his terminal illness, Dr. Louttit served as consultant in psychology to the Dewey Decimal Classification Editorial Office at the Library of Congress.

When the late Professor Hunter retired from *Psychological Abstracts'* Editorship following 20 years' service in that capacity, the American Psychological Association chose Dr. Louttit as his successor. To this task, Dr. Louttit brought his interest and experience in bibliography. His editorial policies were based on this experience, and he sought the assistance of those with technical training in bibliography in formulating these policies and in operating this journal.

It is hard for me to convey to the readers of *Psychological Abstracts* the qualities which made Dr. Louttit so beloved of his staff. He was wise, understanding, brilliant, skillful, fair, forthright—all these and more. Working with him day by day and year by year, one came to know his true stature. It was this in addition to the support his time, energy, and direction afforded that make his death the more grievous to his staff.

In paying respects to C. M. Louttit, I express the hope that his high standards may prevail in future volumes of *Psychological Abstracts*.—*Allen J. Sprow.*

* * *

Allen J. Sprow has been appointed Executive Editor of *Psychological Abstracts*. The Editorial Office will be located in the Central Office of the American Psychological Association.

GENERAL

5420. Ansbacher, Heinz L. (*U. Vermont, Burlington.*), & Ansbacher, Rowena R. (Eds.) *The individual psychology of Alfred Adler*. New York: Basic Books, Inc., 1956. ix, 503 p. \$7.50.—A systematic, authentic, and comprehensive survey of Adler's contributions to the theory and practice of psychology. The editors have tried to create "the equivalent of a textbook by Adler in Individual Psychology." Except for editorial comments interspersed among the chapters, and an 18-page introduction by the two editors, the complete text is in Adler's own words. The first part (8 chapters) deals with compensation; masculine protest; fictionalism and finalism; superiority strivings; social interest; degree of activity; and style of life. The second part (11 chapters) covers neurotic development and behavior; psychoses; psychosomatic disorders; therapy with children and adults; crime; general life problems; and problems of social psychology. Extensive general and Adler bibliographies.—*F. Costin*.

5421. Bry, Ilse. (*NYU-Bellevue Med. Cntr, New York.*), & Doe, Janet. *War and men of science*. *Science*, 1955, 122, 911-913.—"The Russell-Einstein plea for the abolition of war calls to mind earlier efforts of scientists to make science serve the welfare of mankind, one of which was an appeal signed by Einstein before World War I." Trends toward the unity of science and the question of social responsibility in science are discussed. While science provides a road to a happier life for mankind, it also provides the means to mankind to destroy itself. "In the four decades here surveyed science has mastered ever more facts. . . . But in the process scientists have attained a . . . political consciousness . . . which may be needed to prevent history from repeating itself for the very last time." 30 references.—*S. J. Lachman*.

5422. Flugel, J. C. *Studies in feeling and desire*. London: Duckworth & Co., 1955. xv, 200 p. (New York: Macmillan Co.) \$3.50.—Five previously published articles are modified, enlarged, and combined to form this volume. The topics considered are the concept of sublimation, feelings and the hormic theory, self-sustaining needs, the death instinct, and a quantitative study of feeling and emotion.—*M. M. Reece*.

5423. Palmer, Stuart. (*Yale U., New Haven, Conn.*) *Understanding other people; the motives behind their behavior*. New York: Thomas Y. Crowell Co., 1955. xii, 235 p. \$2.95.—The author endeavors to create a better understanding of people by presenting a wide variety of characters in a mythical small city. He hopes that it will lead to a better understanding of other people and thus to a better understanding of oneself. Divided into five groups, his 18 chapters portray people such as (1) the attention-getter, the social-climber, the philanthropist, the over-worker; (2) the verbal extremist, the self-impressed, the self-righteous, the pseudo-intellectual; (3) those on the sidelines, the chain-smoker, the psychosomatic, the indecisive, the phobic, perfectionist, alcoholic, the homosexual; (4) the complainer, the gossiping, the law-breakers, the murderers, suicides, the humorous, jealous, bombastic, and petty officious; and (5) the extremists, sadists, arsonists, poor losers and surly.—*S. M. Amatora*.

5424. Strandkov, Herluf H. (*U. Chicago, Ill.*) *Some aspects of the genetics and evolution of man's behavioral characteristics*. *Eugen. Quart.*, 1955, 2, 152-161.—We should recognize that individual and population differences in heredity exist relative to behavioral as well as physical characteristics. This genetic variation postulates a further evolution of man, such that he will be able to experience a greater degree of happiness than present-day man can.—*G. C. Schwesinger*.

5425. Tumlriz, Otto. *Anthropologische Psychologie*. (*Anthropological psychology.*) (2nd ed.) Basel: Ernst Reinhardt, 1955. 469 p. S. Frs. 19.00.—This is a revised edition (see 14: 4359). Based on a genetic conception of human experience, this treatise deals with the subject matter of psychology as *seelisches Erlebnis*. Accordingly, the 8 major sections are divided into chapters dealing with the physical bases, basic concepts and genetic structure of psychic experience, experience of the "inner world," the "outer world," etc. A final section is devoted to a consideration of values. Historical and anthropological data are stressed.—*H. H. Strupp*.

5426. Ullmann, Leonard Paul. *The definition of stimuli in the evaluation of test behavior*. *Dissertation Abstr.*, 1955, 15, 1910.—Abstract.

5427. US Navy Submarine Base. *Medical Research Laboratory. Summaries of research reported on during calendar year, 1954*. New London, Conn.: Author, 1955. 21 p.—Abstracts are presented of 21 studies reported on during 1954. Also titles are given of 12 memoranda, 23 papers published, and 34 lectures or papers delivered by the NMRL staff.—*B. Kutner*.

5428. von Foerster, Heinz. (Ed.) *Cybernetics: circular causal and feedback mechanisms in biological and social systems*. *Transactions of the Tenth Conference, April 22, 23, and 24, 1953, Princeton, N. J.* New York: Josiah Macy Jr. Foundation, 1955. 100 p. \$2.75.—The report on the final conference on cybernetics (see 26: 6955). The following topics were discussed: "Introductory remarks" by W. S. McCulloch, p. 15-18; "Studies on activity of the brain" by W. Grey-Walter, p. 19-31; "Semantic information and its measures" by V. Bar-Hillel, p. 33-48; "Meaning in language and how it is acquired" by Yuen Ren Chao, p. 49-67; Appendix I: Summary of the points of agreement reached in the previous nine conferences on cybernetics, by W. S. McCulloch, p. 69-80. 35 references.—*M. J. Wayner, Jr.*

THEORY & SYSTEMS

5429. Adcock, C. J. *Hypothetical constructs*. *Aust. J. Psychol.*, 1955, 7, 77-81.—Hypothetical constructs are logically justifiable on the grounds that their judicious use "minimizes the total number of explanatory concepts called for, since each hypothetical construct may be applicable to many cases." The discussion concludes with the warning that it would be unwise in psychological theorizing to neglect the implications of neurology.—*P. E. Lichtenstein*.

5430. Caruso, Igor A. *Person und Symbol*. (*Person and symbol.*) *Jb. Psychol. Psychother.*, 1955, 3, 121-124.—The Vienna Circle for Depth Psychology emphasizes the central position of the symbol in human experiencing. The simplest perception in-

volves both introjection and projection and has symbolic value: symbolic of the perceiver's life history and attitude, and symbolic of the world of objects that enter from "without" into the perception. Psychology stands before new and decisive advances in the present deep crisis of our conception of man and world.—E. W. Eng.

5431. de Jésus-Marie, P. Bruno. *Psychologie des profondeurs ou psychologie des hauteurs?* (Psychology of the depths or psychology of the heights?) *Jb. Psychol. Psychother.*, 1955, 3, 258-262.—The discoveries of Freud and Jung are complementary to those of such Spanish mystics as St. John of the Cross and Teresa of Avila. Theirs is a "height-psychology" instead of a "depth-psychology." No priest ought to be unacquainted with the modern depth psychologies which enable the distinction between false guilt of unconscious origin and validly based guilt. "St. John of the Cross was an excellent clinician who developed an anagogic technique enabling one to rise above the various levels of temptation and become free of their influence."—E. W. Eng.

5432. Farrell, B. A. (U. Oxford, Eng.) *On the limits of experimental psychology.* *Brit. J. Psychol.*, 1955, 46, 165-177.—Two features which characterize present psychological endeavour are: (1) our present inability to arrive at generalizations by means of which the mass of varied and particular discoveries may be explained, and (2) the vulnerability of our present generalization. The author examines the types of generalizations which science employs and concludes that, "If psychology achieves its high-level generalizations in the way so characteristic in the history of science, then it seems to follow that much of the theorizing in psychology over the past thirty years has been misplaced."—L. E. Thune.

5433. Fingarette, Herbert. *Psychoanalytic perspectives on moral guilt and responsibility: a re-evaluation.* *Phil. phenomenol. Res.*, 1955, 16, 18-36.—The widely accepted notion that the aim of the psychotherapist is to relieve guilt is false. The aim is rather to remove the evil wish and its attendant guilt, and in the final analysis this is accomplished by removing the evil wish. The analyst is, therefore, interested not in loosening the individual's conscience but in making him more rational and moral. The implications of this position suggest a morality which, while naturalistic, has certain affinities with theological and existential moral views.—P. E. Lichtenstein.

5434. Smedslund, Jan. *The epistemological foundations of behaviorism. A critique.* *Acta psychol.*, 1955, 11, 412-431.—The author attempts to demonstrate the futility of trying to exclude in advance and on the basis of epistemological analysis, certain basic terms from the language of scientific psychology, specifically behaviorism, defined as "the position that statements of subjects in an experiment are not to be accepted as reports of observation, but are to be regarded as 'verbal behavior' and as 'symptoms' of hypothetical states in the organism." This point of view has no epistemological justification. The future science of psychology will contain constructs having phenomenological modes of appear-

ance as well as physiological and behavioristic ones. 19 references.—G. Rubin-Rabson.

METHODS & APPARATUS

5435. Bakan, D. (U. Missouri, Columbia.) *The general and the aggregate: a methodological distinction.* *Percept. mot. Skills*, 1955, 5, 211-212.—General-type and aggregate-type propositions are defined and differentiated with examples, and some consequences of their use in science and more particularly psychology are pointed out.—C. H. Ammons.

5436. Bartley, S. H. (Michigan State U., E. Lansing.) *Light in decibels.* *Percept. mot. Skills*, 1955, 5, 199-200.—A proposal by Stevens to use a decibel scale to measure light is supported. It is suggested that the formula for decibels could take into consideration retinal aperture and Stiles-Crawford effect in a direct way. The proposed unit could be called a *relative retinal decibel*.—C. H. Ammons.

5437. Bowland, J. A., & Waters, R. H. (U. Florida, Gainesville.) *Maze learning by the golden hamster and the albino rat.* *Psychol. Rep.*, 1955, 1, 437-440.—Qualitative and quantitative observations are reported of the behavior of 30 hamsters and 32 albino rats in the laboratory and while learning a 7-unit Y maze. It is concluded that the hamster is in most ways as satisfactory a laboratory animal as the rat.—C. H. Ammons.

5438. Kratin, IU. G. *K metodike zapisi kolebanii elektricheskikh potentsialov rechevoi muskulatory.* (On a method of registration of oscillations of electric potentials of the speech musculature.) *Zh. vyssh. nervn. Deiatel'*, 1955, 5(4), 591-594.—A description of the apparatus is given for registration of oscillations of electric potentials of the speech musculature. Representative recordings are discussed.—I. D. London.

(See also abstracts 5553, 5588, 5725, 5747)

NEW TESTS

5439. Harris, Richard H. *The development and validation of a test of creative ability.* *Dissertation Abstr.*, 1955, 15, 1891.—Abstract.

5440. Hertzka, Alfred F., & Guilford, J. P. *Logical reasoning.* High school—college. 1 form. 20 (40) min. Test booklet (15¢, \$3.50 per 25); answer sheet (2¢); scoring stencil (50¢); manual, pp. 4 (25¢). Beverly Hills, Calif.: Sheridan Supply Co., 1955.—(See *J. consult. Psychol.*, 1955, 19, 405.)

5441. Phillipson, Herbert. (Tavistock Clinic, London, Eng.) *The Object Relations Technique.* Glencoe, Ill.: The Free Press, 1955. x, 224 p. \$6.00.—The Object Relations Technique (ORT) is a projective method of personality assessment derived from theoretical constructs of psychotherapy and linking interpersonal and perceptual approaches based on constructs of the British school of psychoanalysts as well as on theories underlying other projective techniques. It consists of 3 series of 4 pictures each and a blank card. Each of the series presents the main object relations situations: a one-person, two-person, three-person, and a group situation. The other dimension of variation of the pictures is in respect to their degree of reality content and context. Also some of the pictures are colored while others are

achromatic. Instructions for administration and methods of interpretation are given, along with many case illustrations. Normative data on psychiatric clinic outpatients and normal adolescent girls are presented. 101 references.—A. R. Jensen.

5442. Tinker, Miles A. **Tinker Speed of Reading Test.** College. 2 forms. 5-30 min. Test booklet (\$5.00 per 25, either form), with manual, pp. 10; specimen set (50¢). Minneapolis: University of Minnesota Press, 1947, 1955.—(See *J. consult. Psychol.*, 1955, 19, 405.)

(See also abstracts 5977, 5985, 6287)

STATISTICS

5443. Anderson, N. H., & Nuthmann, C. F. (U. Wisconsin, Madison.) **An exact method for calculating probabilities of overlap in item sampling.** *Psychol. Rep.*, 1955, 1, 317-318.—This note establishes the basis for the statistical test on the amount of overlap in two methods of item sampling as used by Page, et al., (see 30: 5770).—C. H. Ammons.

5444. Askovitz, S. I. (Albert Einstein Med. Cntr, Philadelphia, Pa.) **Graphic determination of mean values.** *Science*, 1955, 122, 973.—"The center of gravity of the points charted on a scatter diagram represents simultaneously the mean values of both the x and y variables. If the number of points can be factored into powers of 2 and 3 only, the graphic location of the centroid is straightforward and rapid." An example is provided. "A study of centroids of unequally weighted points has resulted in the development of a number of convenient graphic procedures for handling numerical data."—S. J. Lachman.

5445. Douglas, J. B. **Tests of statistical hypotheses.** *Aust. J. Psychol.*, 1955, 7, 28-33.—A brief account is given of the current theory of testing statistical hypotheses which has been associated with the names of J. Neyman and E. S. Pearson.—P. E. Lichtenstein.

5446. Gass, S. I., & Saaty, Thomas L. **Parametric objective function (Part 2)—generalization.** *J. Operat. res. Soc. Amer.*, 1955, 3, 395-401.—"In Part 1, the cost function in the general linear programming problem was parametrized with one parameter and the problem of generating solutions completely studied. In Part 2, a generalization to the n -parameter case is outlined, with special emphasis on the two-parameter case. An example is supplied for this case."—M. R. Marks.

5447. Hammond, S. B. (U. Melbourne, Australia.) **Finding patterns among rank order responses.** *Aust. J. Psychol.*, 1955, 7, 1-13.—A procedure is described for examining rank order data for the presence of patterns. The technique rests upon "the logical interconnectedness of possible orders which is quantified in terms of the step distance between orders."—P. E. Lichtenstein.

5448. McHugh, Richard B. (Iowa State Coll., Ames.), & Ellis, Douglas S. **The "post-mortem" testing of experimental comparisons.** *Psychol. Bull.*, 1955, 52, 425-428.—In an experimental design the investigator frequently wishes to go beyond an over-all analysis of variance F test, and seeks to examine specific means or totals from certain groups

of treatments. In the a posteriori ("post-mortem") situation, where comparisons are suggested by examining the data, and have not been pre-planned, it is inappropriate to use the tabular F and t values, since these values are not based upon randomly selected observations. A procedure is recommended to handle this situation, one that avoids the danger of erroneous inferences (spuriously significant comparisons).—R. Perloff.

5449. Mandel, J., & Stiehler, R. D. **Sensitivity—a criterion for the comparison of methods of test.** *J. Res. nat. Bur. Stand.*, 1954, 53, 155-159.—To obtain a quantitative measure of the merit of test methods, a new concept—sensitivity—is introduced. If M is a measure of some property, Q , and σ_M is its standard deviation, the sensitivity of M , denoted by Ψ_M , is defined by the relation $\Psi_M = (dM/dQ)/\sigma_M$. It follows from this definition that the sensitivity of a test method may or may not be constant for all values of the property Q . A statistical test of significance is derived for the ratio of sensitivities of alternative methods of test. Unlike the standard deviation and the coefficient of variation, sensitivity is a measure of merit that is invariant with respect to any functional transformation of the measurement, and is therefore independent of the scale in which measurement is expressed.—(Courtesy of Kodak Mon. Abstr. Bull.)

5450. Merwin, Jack Clifford. **A mathematical study of factors affecting the validity of multiple-choice items.** *Dissertation Abstr.*, 1955, 15, 1802-1803.—Abstract.

5451. Moses, Lincoln E. (Stanford U., Calif.) **Statistical theory and research design.** *Annu. Rev. Psychol.*, 1956, 7, 233-258.—The first section of this review of literature for the year ending May, 1955, points out the increasing importance of decision theory in psychological statistics. The other section headings are: analysis of variance, chi-squared and categorized variables, nonparametric methods, factor analysis, and scaling, testing and classification. 94-item bibliography.—C. M. Louttit.

5452. Sandler, Joseph. (Tavistock Clinic, London, Eng.) **A test of the significance of the difference between the means of correlated measures based on a simplification of Student's t .** *Brit. J. Psychol.*, 1955, 46, 225-226.—"It is the purpose of this paper to present a statistic A , which yields exactly the same results as Student's t , being rigorously derived from it but which is extremely simple to calculate. If, as is commonly the case, two matched groups are compared with respect to a large number of variables, the use of A results in a considerable saving of time and labour." "A table of A has been constructed, and is appended. The table is entered with $N-1$ degrees of freedom, and a value of A is significant at any given level if it is equal to or less than the tabled value. It corresponds to the two-tailed form of t ."—L. E. Thune.

5453. Siller, Harry. **The prediction of scores on mental and educational tests: a theoretical analysis of scores on objective mental and educational tests based on a statistical model relating ability and item-difficulty.** *Dissertation Abstr.*, 1955, 15, 1920.—Abstract.

5454. Vandenberg, Steven Gerritjan. **A comparative study of the stability of a factor struc-**

ture. *Dissertation Abstr.*, 1955, 15, 1649-1650.—Abstract.

5455. Wike, E. L. (U. Kansas, Lawrence.) A note on tests of significance for tau (τ) when N is small. *Psychol. Rep.*, 1955, 1, 389-391.—It would appear, in view of the magnitude of the differences between the approximate and exact probabilities, that Kendall's critical ratio test provided an adequate estimate of the significance of τ when N is small ($N=4$ to $N=10$). It should be noted that these tests of significance are valid only when there are no ties in either one or both sets of ranks.—C. H. Ammons.

5456. Wittenborn, J. R. (Rutgers U., New Brunswick, N. J.) The study of alternative responses by means of the correlation coefficient. *Psychol. Rev.*, 1955, 62, 451-460.—A procedure is developed for determining the presence of functional equivalence among a series of alternative responses. The procedure involves the reasoning that if a suitable correlation coefficient can be derived, functional similarity may be satisfactorily inferred from the fact that alternative responses occur in similar total contexts. An illustration of the procedure is presented.—E. G. Aiken.

5457. Youden, W. J., & Connor, W. S. New experimental designs for paired observations. *J. Res. nat. Bur. Stand.*, 1954, 53, 191-196.—There are many experimental situations in which observations naturally occur in pairs. From v quantities to be compared, $v(v-1)/2$ distinct pairs can be formed, so that, for even moderately large v , the accompanying number of observations may be prohibitively large. Or, even if the work can be done, the precision of the estimates of the effects of the quantities and the experimental error may be greater than is needed. In either event, a subset of the pairs should be used. If the arithmetic is to be manageable, this subset must be chosen with care. Such a subset is described, and its analysis is given in detail.—(Courtesy of Kodak Mon. Abstr. Bull.)

REFERENCE WORKS

5458. Canada. Secrétariat d'État. Bureau des Traductions. Service de Terminologie. Terminologie de la psychiatrie; glossaire anglais-français. (Psychiatric terminology; English-French glossary.) Ottawa, Can.: Author, 1955. 43 p. (Bull. Terminologie No. BT-30.)—Psychiatric terms in English have been translated into French.

HISTORY & BIOGRAPHY

5459. ———. Calvin Perry Stone. *J. comp. physiol. Psychol.*, 1955, 48, portrait frontispiece facing p. 437.

5460. Bash, K. W. Carl Gustav Jung zum achtzigsten Geburtstag (26 Juli 1955). (Carl Gustav Jung at his eightieth birthday.) *Schweiz. Z. Psychol. Anwend.*, 1955, 14, 169-170.—An appreciation.

5461. Clark, Robert A. (Friends Hosp., Philadelphia, Pa.) Jung and Freud: a chapter in psychoanalytic history. *Amer. J. Psychother.*, 1955, 9, 605-611.—A brief biographical account of the life of Jung, and his association and disagreement with Freud.—L. N. Solomon.

5462. Duijker, H. C. J. In memoriam Géza Révész. *Acta psychol.*, 1955, 11, 357-359.—Obituary. Portrait, frontispiece.

5463. Fellerer, M. Carl Gustav Jung. *Amer. J. Psychother.*, 1955, 9(4), —.—Photo, frontispiece.

5464. Forel, O.-L. Henri Flournoy. 1886-1955. *Schweiz. Z. Psychol. Anwend.*, 1955, 14, 241-242.—Obituary.

5465. Frühmann, Edmund. Von C. G. Carus zur personalistischen Tiefenpsychologie. (From C. G. Carus to personalistic depth psychology.) *Jb. Psychol. Psychother.*, 1955, 3, 251-257.—C. G. Carus anticipated many of the findings of modern depth psychology in his book "Psyche" published in 1846. Carus was clear that a human being cannot be fully understood from a biological viewpoint because a human transcends the sphere of animal impulsiveness in becoming a person. The emerging personalistic psychology of today appears to be moving toward a new integral humanism.—E. W. Eng.

5466. Howarth, Edgar. (U. Melbourne, Australia.) A reply to Champion's defence of Hull. *Aust. J. Psychol.*, 1955, 7, 82-86.—The author reaffirms a number of criticisms of Hull and takes exception to a number of comments made by Champion in Hull's defense. (See 29: 35; 30: 36.)—P. E. Lichtenstein.

5467. Jacob, Walter. (Training Sch., Vineland, N. J.) Dr. J. E. Wallace Wallin. *Train. Sch. Bull.*, 1956, 52, 250-251.—Appreciation and portrait.

5468. Minkowski, M. Gedenkfeier zum 70. Geburtstag von Hermann Rorschach. Eröffnungsansprache und allgemeiner Lebenslauf. (Memorial celebration in honor of Hermann Rorschach's 70th birthday. Opening lecture and general biography.) *Z. diagnost. Psychol.*, 1955, 3, 271-279.—The author presents some recollections from his friendship with his contemporary, Rorschach. He relates that Rorschach's death was in part due to a tragic diagnostic error. His inflamed appendicitis was initially misdiagnosed as a gall stone infection.—H. P. David.

5469. Prikhod'kov, E. K., & Putilin, N. I. Staréshii uchenik i sotrudnik I. P. Pavlova—G. V. Fol'bort. (The eldest student and coworker of I. P. Pavlov—G. V. Fol'bort.) *Zh. vyssh. nervn. Deiatel'*, 1955, 5(4), 595-600.—An account of the 45 years of scientific, pedagogical, and social activity of G. V. Fol'bort is provided in commemoration of his 70th birthday.—J. D. London.

5470. Tolman, Edward C. (U. California, Berkeley.) Egon Brunswik, psychologist and philosopher of science. *Science*, 1955, 122, 910.—Obituary.

5471. von Bracken, Helmut, & Witte, Wilhelm. Willy Hellpach. *Psychol. Beitr.*, 1955, 2, 0.—Obituary.

PROFESSIONAL PROBLEMS OF PSYCHOLOGY

5472. Engle, T. L. (Indiana U., Fort Wayne Center.) Some trends in and problems presented by the teaching of psychology in high schools. *Psychol. Rep.*, 1955, 1, 303-306.—Results of a survey of the teaching of psychology in 28 high schools are presented, followed by a listing of related problems which professional psychology must face. If psychologists do not take responsibility for development

of this teaching area, some other group will.—C. H. Ammons.

5473. Luchins, A. S. (U. Oregon, Eugene.) **Integration of clinical and experimental-theoretical psychology through core courses.** *Psychol. Rep.*, 1955, 1, 221-246. (Monogr. Suppl. 4.)—The outline of a course designed to help the graduate student integrate clinical skills and experimental-theoretical training. A variety of demonstrations and suggestions for interpretation in teaching is offered, tying clinical phenomena to experimental-theoretical views, and thus providing a new way of looking at the familiar.—C. H. Ammons.

5474. McCormick, Ernest J. (Purdue U., W. Lafayette, Ind.) **Role of the psychologist in industry.** *J. person. Adm. industr. Relat.*, 1955, 2, 23-31.—The areas of competence of the industrial psychologist should be in selection and placement, testing, training, accident prevention and safety, job evaluation and human engineering.—H. Silverman.

5475. Morris, Woodrow Wilbert. (State U. Iowa, Iowa City.) **The place of religion in the training of a medical psychologist.** *Relig. Educ.*, 1955, 50, 374-378.—Psychotherapists must have a thorough understanding of personality dynamics, including religious motivation. Instances are given of failure to understand the meaning of ink blot responses because the therapists did not understand the reference to Job, salt, etc. Training of medical psychologists should include courses in the Bible, philosophy and literature.—G. K. Morlan.

5476. Nysen, René. (U. Brussels, Belgium.) **De la coopération professionnelle entre le neuro-psychiatre et le psychologue.** (Professional cooperation between the neuro-psychiatrist and the psychologist.) *Acta. neurol. belg.*, 1955, 55, 966-977.—A brief historical and contemporary account of collaboration between neuro-psychiatrists and psychologists. Diagnosis, personality evaluation, therapy and research are discussed. 25 references.—B. A. Maher.

5477. Plaut, Erika, & Crannell, C. W. (Miami U., Oxford, O.) **The ability of clinical psychologists to discriminate between drawings by deteriorated schizophrenics and drawings by normal subjects.** *Psychol. Rep.*, 1955, 1, 153-158.—The hypothesis that experts with experience in evaluating projective drawings are unable to differentiate drawings by schizophrenics from those by normal persons is rejected. The hypothesis that no difference exists between expert clinicians and non-experts in the capacity to make such discriminations cannot be rejected. The hypothesis that intellectual impairment in schizophrenics, as measured by the Shipley Scale, is unrelated to the identifiability of schizophrenic drawing is rejected at the 5% level of confidence.—C. H. Ammons.

(See also abstracts 5928, 5934, 6062, 6255, 6282)

FILMS

5478. **Adventure in maturity.** (Oklahoma State Dept. of Health.) 16 mm. motion picture film, color, 22 min., 1954. Available through International Film Bureau, 57 E. Jackson Blvd., Chicago, Illinois. \$175.00, rental \$10.00.—Various problems of old age as affecting women are presented. Different film

sequences show an old woman living in her past and almost completely withdrawn from her social environment. Under the influence of a friend she makes an effort to participate in social activities; in this way she becomes interested in her personal appearance, and establishes contacts with other people. Her life becomes more meaningful, her relations to her grandchildren improve, and she becomes a useful and satisfied member of society. The content suggests different ways in which older people could make a readjustment to life, and the audience is invited to discuss the problem.—A. Manoil.

5479. **Back to life.** (Al Kane Productions, Inc.) 16 mm. motion picture film, black and white, sound, 30 min., 1954. Available through Mental Health Materials Center, 1790 Broadway, New York 19, N. Y. \$125.00; rental \$6.00 per day, \$15.00 per week.—The problem of treatment and social rehabilitation of psychiatric patients is clearly presented. The case of Bud Lambert, an industrial worker, is presented in various situations from the onset of his illness through his rehabilitation. The film shows his violent behavior at the plant and at home, the hospital treatment including use of sedatives, physical examination, and psychotherapy. The parts played in rehabilitation by occupational therapy, discharge staff meetings, social work, family and community cooperation, and attitudes of the former employer and co-workers are illustrated.—A. Manoil.

5480. **Bird hunt.** (Richard C. Hawkins.) 16 mm. motion picture film, black and white, sound, 12 min., 1951. Available through Educational Film Sales Dept., University Extension, University of Calif., Los Angeles 24, Calif. \$45.00, rental \$2.00.—Without dialogue or commentary, two boys, ages 6 and 11, are presented in their wandering through the woods as they go bird hunting with a b.b. gun, and finally as they kill a bird. Their first encounter with inflicted death is expressed exclusively through posture, mimic, and gestures. (See 30: 5514.)—A. Manoil.

5481. **Building children's personalities with creative dancing.** (Lawrence Frank, & Gary Goldsmith.) 16 mm. motion picture film, black and white or color, sound, 30 min., 1953. Available through Educational Film Sales Dept., University Extension, University of California, Los Angeles 24, Calif. Color \$275.00, rental \$7.50; black and white \$135.00, rental \$5.00.—The child's need for activity and expression, his need to belong and grow, his imitative tendencies and responses to a dynamogenic environment could be channelized through activities such as dancing, especially when opportunity for creativeness and initiative is provided. This film presents creative dancing as it affects the development of the child with due allowance for individual differences.—A. Manoil.

5482. **The bully.** 16 mm. motion picture film, black and white, sound, 10 min., 1952. Available through Young America Films, Inc., 18 E. 41st St., New York 17, N. Y., and other distributors. \$50.00.—Group and individual reactions in relation to the activities of a "bully" and his gang, as manifested at the junior high school level are clearly demonstrated. Various film sequences show the dominance of the "bully," the hesitancy of some of his little gang members, the conflict between home reference group and allegiance to the gang, finally the reaction of the class as a group. The film does not provide for a solution of

the problem, but simply presents the problem to the audience with questions for discussion. Teacher's guide with reading references.—*A. Manoil.*

5483. Can we immunize against prejudice? (Anti-Defamation League of B'nai B'rith.) 16 mm. motion picture film, black and white, sound, 7 min., 1955. Available through Anti-Defamation League of B'nai B'rith, 212 Fifth Ave., New York 10, N. Y., and Center for Mass Communication, Columbia University, 125 Amsterdam Ave., New York 25, N. Y. \$40.00.—Through the use of animated drawings, characteristic aspects of the problem of prejudice are clearly presented. Three well intentioned families set out to rear their children so as to develop understanding and unprejudiced attitudes. The first family emphasizes the value of good heart and good parental example, the second, the value of information and knowledge, the third, the importance of law and order. All three approaches to immunize against prejudice are unsuccessful. The social environment outside the home overcomes the defenses the parents have tried to instill in their children. Prejudice still operates as a social illness.—*A. Manoil.*

5484. Cheating. 16 mm. motion picture film, black and white, sound, 10 min., 1952. Available through Young America Films, Inc., 18 E. 41st St., New York 17, N. Y., and other distributors. \$50.00.—The problem of cheating as experienced by a boy and a girl in relation with their school work as well as the resulting social consequences is demonstrated. The film demonstrates the insidious nature of successive experiences toward cheating, the unwilling cooperation of a classmate, the teacher's reaction, and the group's disapproval of cheating by the exclusion of the culprit from membership in the student council. The film raises a series of problems concerning cheating behavior and suggests causal explanations. Teacher's guide with reading references.—*A. Manoil.*

5485. Children are creative. (Frank Bach.) 16 mm. motion picture film, black and white or color, sound, 10 min., 1952. Available through Bailey Films, Inc., 6509 DeLongpre Ave., Hollywood 28, California. Color \$100; black and white \$90. Rental \$4.50.—Creative tendencies in the field of art, and work, are illustrated through animation and actual classroom activities. Basic conditions conducive to creative work are demonstrated in terms of motivation, orientation, creative work, and the finished product. The use of different forms of expression such as clay modeling, finger and brush painting, drawing, and displays is illustrated. Free observation of objects in the environment, and proper guidance from the teacher, are emphasized as basic motivational factors. The film demonstrates that children's creative work in the field of art is part of their normal development provided adequate environmental conditions and guidance are available.—*A. Manoil.*

5486. A class for Tommy. (Curriculum Division, Los Angeles City Schools.) 16 mm. motion picture film, black and white, sound, 20 min., 1952. Available through Bailey Films, Inc., 6509 DeLongpre Ave., Hollywood 28, California. \$90.00; rental \$7.50.—Educational work with retarded children is demonstrated through the presentation of Tommy, a retarded child, aged six. The film demonstrates the importance of group work, encouragement, and understanding of the needs of the child. The importance

of physical and psychological examinations is shown. The educational value of different school situations such as lunch, rest, play, and work as well as the use of picture puzzles, clay, chalk, finger painting, and drawing as means of expression is illustrated. The educational work with retarded children should be viewed as a cooperative effort providing for favorable conditions at home and at school.—*A. Manoil.*

5487. Communication and interaction in three families. (Jurgen Ruesch.) 16 mm. motion picture film, black and white, sound, 75 min., 1953. Available through Kinesis, Inc., 566 Commercial St., San Francisco 11, California. \$195.00; rental \$12.00.—This film is part of a study of non-verbal communication made at the Langley Porter Clinic in San Francisco. Three average families are shown in similar home situations, as recorded by the camera. The presentation is divided into three parts. The first part shows mother-child relationships in preparing the child for his bath, during and after the bath, and while the child is put to sleep. The second part shows the same three families in larger intra-family groups, showing siblings' indoor play, eating, and other common home activities, including the father's participation. The third part (sound track only, 15 min.) presents the interpretations of the film by five observers: two psychiatrists, an anthropologist, a child psychiatrist, and a clinical psychologist. Script provided with the film.—*A. Manoil.*

5488. Facing reality. (H. Sorenson, & M. Malm.) 16 mm. motion picture film, black and white, sound, 12 min., 1954. Available through McGraw-Hill Film Text Dept., 330 W. 42nd St., New York 36, N. Y. \$70.00.—Various defense mechanisms are demonstrated through the use of a shadow screen which helps the presentation of characteristic behavior patterns. The film illustrates day dreaming, identification, repression, malingering, and other defense and escape mechanisms. The case of Mike Squires is presented in detail as to his negativistic attitude in different school situations. The discrepancy between his behavior and his need for affection and belongingness, his fear of failure and his negative overcompensation are demonstrated. The film is correlated with Sorenson and Malm, "Psychology for living."—*A. Manoil.*

5489. A family affair. (Irving Jacoby; M. Ralph Kaufman, & Cora Kasius, technical consultants.) 16 mm. motion picture, black and white, sound, 31 min., 1955. Available through International Film Bureau, 57 E. Jackson Blvd., Chicago 4, Illinois; The Mental Health Film Board, Inc., 166 E. 38th St., New York 16, N. Y., and other distributors.—Problems in family living and the role of the social worker as family counselor are demonstrated. The film presents an average family in which various conflicts develop as a result of the mother's need for compensation, father's inappropriate adjustment to his job, and the need for independence of the children. Through the patient work of the social counselor, the parents develop insight into their own condition, and succeed in making a good adjustment to life problems.—*A. Manoil.*

5490. Finger painting as a projective technique. (P. J. Napoli.) 16 mm. motion picture film, color, sound, 21 min., 1954. Available through Psychological Cinema Register, Audio-Visual Arts Library, The Pennsylvania State University, University Park, Pa.

\$170.00, rental \$6.50.—The technique of finger painting is demonstrated as to supplies, choice of color, spreading of color, the arrangement of the room, and the proper administration of the test. Actual finger painting is shown through three consecutive demonstrations, supplemented with remarks as to the facility of the work, and the nature of the end product. The theory of finger painting as a projective technique in terms of rapport, verbalization, and style is also given. A series of productions of patients, psychiatrically diagnosed, is rapidly presented, with no attempt at interpretation.—*A. Manoil.*

5491. First lessons. (Frank Beckwith.) 16 mm. motion picture film, black and white, sound, 21 min., 1953. Available through International Film Bureau, 57 East Jackson Blvd., Chicago 10, Illinois. \$95.00.—The importance of a dynamic, motivational approach to the understanding of children's behavior is demonstrated. The behavior of an aggressive child in a grade school class is shown as interpreted and handled by the teacher through the causal, motivational approach. The film illustrates the significance of this approach as a teaching technique aimed at developing in children some insight as to causal factors.—*A. Manoil.*

5492. The good loser. 16 mm. motion picture film, black and white, sound, 15 min., 1953. Available through Young America Films, Inc., 18 E. 41st St., New York 17, N. Y., and other distributors. \$62.50.—The value of being a good loser is demonstrated through the presentation of various school situations in which comparative behavioral patterns are illustrated as experienced by adolescents faced with the results of competitive activities. The film shows the effect of the situation on the loser, and the reaction of the school group, and home. Various problems as to habit of success, status, individual relationships with the group and the implications of team work, are formulated. The problem is put to the audience for further discussion. Teacher's guide with reading references.—*A. Manoil.*

5493. The griper. 16 mm. motion picture film, black and white, sound, 10 min., 1953. Available through Young America Films, Inc., 18 E. 41st St., New York 17, N. Y., and other distributors. \$50.00.—The griper as a product of his home environment and personal problems as manifested in an adolescent is clearly portrayed. Various film sequences show the griper's behavior in different school situations and the effect on the group. Through the use of a duplicate image of the griper's "conscience" his inner conflict is well demonstrated. The effect of his behavior on the group and the reaction of the group are also demonstrated. The film is a discussion type of presentation which formulates a series of problems for discussion by the audience. Teacher's guide with reading references.—*A. Manoil.*

5494. Habit patterns. (H. Sorenson, & M. Malm.) 16 mm. motion picture film, black and white, sound, 15 min., 1954. Available through McGraw-Hill Film Text Dept., 330 W. 42nd Street, New York 36, N. Y. \$85.00.—The social and personal value of good habits as to dress, tidiness, punctuality, politeness, and respect for others is demonstrated. Various film sequences show a girl who due to her poor personal and social habits creates for herself and others a series of unpleasant experiences. Her habits are contrasted

with those of another girl who knows the importance of good habits and practices them. The film stresses the individual and social importance of good habits, and shows how serious application and awareness of results can be used for acquiring acceptable habit patterns. The film is correlated with Sorenson and Malm, "Psychology for living."—*A. Manoil.*

5495. Hard brought up. (Nicholas C. Read.) 16 mm. motion picture film, black and white, sound, 40 min., 1954. Available through Mental Health Materials Center, 1790 Broadway, New York 19, N. Y. \$150.00; rental \$8.00 per day, \$20.00 per week.—Various aspects of juvenile delinquency are dramatically presented. The film illustrates the function of the juvenile court, the work of child welfare agencies, and especially the role of the social worker. Different film sequences show two boys in their relation to their home environment, in their delinquent behavior, and in various situations resulting from court decisions, and social welfare activities.—*A. Manoil.*

5496. Head of the house. (Richard Leacock, & Irving Jacoby.) 16 mm. motion picture film, black and white, sound, 37 min., 1954. Available through International Film Bureau, 57 East Jackson Blvd., Chicago 4, Illinois, and Mental Health Film Board, 166 East 38th St., New York 16, N. Y.—The effect of parental attitudes on the social and emotional development of the child and the function of child welfare work within the community are clearly demonstrated. The film shows a boy suspected of stealing, and presenting also various adjustment problems, including his running away from home. His behavior is related to his home experiences, epitomized by the attitude of his father, who treats him roughly and with lack of understanding of his needs. The film emphasizes the value of affection and understanding as basic factors in parent-child relationships.—*A. Manoil.*

5497. Heredity and family environment. (H. Sorenson, & M. Malm.) 16 mm. motion picture film, black and white, sound, 9 min., 1955. Available through McGraw-Hill Film Text Dept., 330 W. 42nd St., New York 36, N. Y. \$55.00.—Heredity and environment contributions to the development of the individual are illustrated through various film sequences which depict scenes illustrating statements made by the narrator. The film emphasizes the fact that physical characteristics and individual differences at this level are fundamentally due to hereditary factors, while athletic skills, cultural values, and social manifestations are fundamentally a result of learning and consequently due to environmental factors. Individual contribution to his growth and development is indicated as being achieved within the limits set by hereditary factors. The film is correlated with Sorenson and Malm, "Psychology for living."—*A. Manoil.*

5498. The human brain. (Nathaniel Kleitman, & John T. Bobbitt.) 16 mm. motion picture film, black and white, sound, 11 min., 1955. Available through Encyclopedia Britannica Films, Inc., 1414 Dragon St., Dallas 7, Texas, and other distributors. \$50.00.—The structure and function of the cerebrum, brain stem and cerebellum are explained at the level of the high school student. A brain model, appropriate animation and various behavioral patterns of a driver in a dangerous road situation are used to demonstrate

nerve impulses, perception, and complex motor responses. Maturation and learning are also illustrated and explained briefly. A case of aphasia illustrates pathological conditions. Maturation, learning, and thinking are basic processes in the normal function of the brain.—*A. Manoil.*

5499. Introduction to psychodrama. (J. L. Moreno.) 16 mm. motion picture film, black and white, sound, 10 min., 1951. Available through Therapeutic Film Production, Inc., P. O. Box 311, Beacon, N. Y. \$60.00, rental \$8.00.—Psychodrama as a therapeutic technique is demonstrated through acting, stills, and supplementary commentary by a narrator. The film, with Dr. Moreno playing the role of director, illustrates the setting for enacting a psychodrama, including (1) the 3 level stage, (2) protagonist, (3) director or therapist, (4) auxiliary "egos," and (5) the audience. The techniques of representation (projection of oneself), of reversal (changing of roles), and the double technique (subject meets his double, the "tele phenomenon") are interestingly demonstrated. The possibility of "mirror" reaction from the people in the audience, the need for group discussion, and the importance of warming up of the participants are also indicated.—*A. Manoil.*

5500. It didn't have to happen. (Industrial Accident Prevention Assoc. of Ontario, Can.) 16 mm. motion picture film, black and white, sound, 13 min., 1954. Available through International Film Bureau, 57 E. Jackson Blvd., Chicago 4, Illinois. \$75.00, rental \$4.50.—Various industrial work accidents are dramatically presented as resulting from carelessness, lack of orderliness, and disobedience of safety rules, especially as to the use of safety guards. The film demonstrates realistically a few accidents which occur as a direct result of disregard of safety rules. The need for safety devices and their proper use is forcefully brought home by scenes showing the death of a worker and other personal injuries.—*A. Manoil.*

5501. The lonely night. (Irving Jacoby; Thomas A. C. Rennie, & Howard P. Rome, Technical Consultants.) 16 mm. motion picture film, black and white, sound, 62 min., 1954. Available through International Film Bureau, 57 E. Jackson Blvd., Chicago 4, Illinois, The Mental Health Film Board, Inc., 166 E. 36th St., New York 16, New York, and other distributors. \$250.00.—The film presents the case history of Caroline including the genesis of her psychoneurosis, psychiatric treatment, and actual application of psychotherapy. The same film shows the home life in another family which provides for mental health through happy parental relationships, and appropriate family life experiences for their children. The film emphasizes the importance of childhood experiences and the dynamics of personality development. The practice of psychotherapy and the genetic development of psychoneurosis are well illustrated.—*A. Manoil.*

5502. A long time to grow: Part I, two and three-year-olds in nursery school. (Dept. of Child Study, Vassar College.) 16 mm. motion picture film, black and white, sound, 35 min., 1951. Available through the New York University Film Library, 26 Washington Place, New York 3, N. Y. \$120.00, rental \$6.00.—Two and three-year-olds are presented in their supervised and spontaneous behavior in the nursery school. Various film sequences show char-

acteristic aspects of play activities, differential features between the two and the three-year-olds, imitative play, activity for its own sake, make believe activities, finger and brush painting, use of nursery equipment, as well as characteristic outdoor play.—*A. Manoil.*

5503. A long time to grow: Part II, four and five-year-olds in nursery school. (Dept. of Child Study, Vassar College.) 16 mm. motion picture film, black and white, sound, 35 min., 1954. Available through the New York University Film Library, 26 Washington Place, New York 3, N. Y. \$120.00, rental \$6.00.—The film presents in detail the behavior of the four and five-year-olds in nursery school. Various film sequences are selected so as to show characteristic aspects of behavior in various nursery situations. The film emphasizes the value of a permissive atmosphere, with minimum of supervision, or adult interference. Each age has its own characteristics; in the same time prepares for future development, and elaborates preceding stages.—*A. Manoil.*

5504. Man to man. (Irving Jacoby, & Jack Neher.) 16 mm. motion picture film, black and white, sound, 30 min., 1954. Available through International Film Bureau, 57 East Jackson Blvd., Chicago, Illinois. \$125.00.—The work and personal qualifications of the psychiatric aide in a mental hospital are dramatically presented. Joe Fuller, a psychiatric aide, becomes personally involved in his work, and as a result is very effective in the treatment and cure of mental patients. His work illustrates the therapeutic value of patience, understanding, and affection in all relations with mental patients. Inappropriate personality characteristics and negative results are demonstrated through the presentation of another psychiatric aide who is indifferent to his work and shows lack of understanding of the needs of the patients.—*A. Manoil.*

5505. Maternal deprivation. (J. Aubry, & Genevieve Appell.) 16 mm. motion picture film, black and white, sound, 30 min., 1953. Available through New York University Film Library, 28 Washington Place, New York 3, N. Y.—The effect of maternal deprivation on the general behavior of the child is illustrated by the spontaneous activities of children in a nursery. The first part of the film shows the apathy, lack of contact with the adult, stereotyped movements, and general withdrawal of children who had been separated from their mothers for different periods of time. The second part shows the rehabilitation of these children as a result of psychotherapy. A few cases are shown in detail before and after therapy. Various film scenes are supplemented by appropriate narration. Special guide with bibliographic references.—*A. Manoil.*

5506. Neighborhood story. (Baden Street Settlement, Rochester, N. Y.) 16 mm. motion picture film, black and white, sound, 20 min., 1954. Available through Audio-Visual Center, Syracuse University, Syracuse, N. Y. \$90.00, rental \$4.00.—The function of the Settlement House work for the improvement of life conditions in slum areas of large cities is dramatically demonstrated. The film shows a Settlement House group worker in his efforts to understand and help a ten year old boy who during a class on soap carving becomes angry and threatens

a classmate with a knife. The behavior of the boy is interpreted within the context of his home experiences. Basic psychological principles in terms of individual needs, group cohesiveness, and environmental determiners of behavior are illustrated.—*A. Manoil.*

5507. Nurse's day with the mentally ill. (E. A. Hargrove, & A. E. Bennett.) 16 mm. motion picture film, black and white or color, sound, 22 min., 1954. Available through Psychological Cinema Register, Audio-Visual Aids Library, The Pennsylvania State University, University Park, Pa. Color \$175.00, rental \$3.75; black and white \$94.00, rental \$6.50.—A student nurse is shown various activities taking place in a psychiatric hospital. Different film sequences demonstrate the handling of the patient, the role of the nurse as helper to the physician, and as a comforting influence to the patient. The film emphasizes the didactic training of the nurse through examples of different types of treatment. Shock therapies, prefrontal lobotomy, narcosisynthesis, use of curare in E.S.T., are shortly exemplified. Examples of abnormal behavior, as well as indications as to occupational and recreational therapy, and classroom nurse teaching are also given.—*A. Manoil.*

5508. The other fellow's feelings. 16 mm. motion picture film, black and white, sound, 8 min., 1951. Available through Young America Films, Inc., 18 E. 41st St., New York 17, N. Y., and other distributors. \$50.00.—Teasing as a behavioral pattern at the pre-adolescent level, and its consequences in terms of emotional responses are clearly demonstrated. The film shows the effect of teasing on a girl who becomes inefficient in her school work as a consequence of being emotionally upset. The problem of teasing, its implications as to the personality of the teaser and the effects on others are opened for discussion to the audience. The film does not propose any solution but acts as a stimulant for discussion through relevant questions put to the audience. Teacher's guide with reading references.—*A. Manoil.*

5509. Other people's property. 16 mm. motion picture film, black and white, sound, 10 min., 1951. Available through Young America Films, Inc., 18 E. 41st St., New York 17, N. Y., and other distributors. \$50.00.—The lack of insight into possible consequences of pranks with emphasis on the formation of delinquent groups through pressure, lack of personal responsibility, and sheer lack of understanding of social responsibility, is clearly demonstrated as experienced by three young boys. The film presents for discussion to the audience various implications of such behavior. Teacher's guide with reading references.—*A. Manoil.*

5510. Our invisible committees. (National Training Laboratory in Group Development.) 16 mm. motion picture film, black and white, sound, 25 min., 1952. Available through National Training Laboratory in Group Development, 1201 16th St., N.W., Washington 6, D. C. \$85.00.—Individual background in terms of social role, interest group allegiances, and family tradition is demonstrated as affecting the work of a committee made up of a minister, a PTA member, a lawyer, a settlement housing representative, and a socially minded chairman. The committee discusses the problem of the behavior of boys in adolescent gangs. The film emphasizes the need for a clear

understanding of the factors that affect group thinking in terms of individual status or social frame of reference. Special discussion guide available.—*A. Manoil.*

5511. Out of true. (British Ministry of Health.) 16 mm. motion picture film, black and white, sound, 41 min., 1952. Available through International Film Bureau, 57 E. Jackson Blvd., Chicago 4, Illinois. \$150.00, rental \$7.50.—A woman suffering a mental breakdown with attempted suicide and the ensuing psychiatric treatment is dramatically presented. Various film sequences show her home, her relations with her husband, and her affection for her two children. The film also suggests the disturbing influence of her mother-in-law. After the attempted suicide, she is hospitalized. Diagnostic and treatment techniques, including Rorschach, narcosisynthesis, electric shock, individual and group therapy, are shown. The film emphasizes the need for harmonious family life with elimination of disturbing factors, and at the same time the valuable contributions that can be made by psychiatric, social, and psychological work in an unprejudiced atmosphere.—*A. Manoil.*

5512. The outsider. 16 mm. motion picture film, black and white, sound, 10 min., 1951. Available through Young America Films, Inc., 18 E. 41st St., New York 17, N. Y., and other distributors. \$50.00.—The emotional problem of the adolescent who experiences feelings of inadequacy and lack of acceptance in the group is demonstrated. The film shows an adolescent girl (Susan Jane) who feels that she is not a member of the group, is withdrawn and explains her lack of belongingness through imaginary suspicions. Her behavior reinforces the attitude of the others toward her and entrenches herself in her false beliefs. This makes her an outsider. The film raises a series of adjustment problems either by empathy or by specific questions put to the audience. Teacher's guide with reading references.—*A. Manoil.*

5513. The procrastinator. 16 mm. motion picture film, black and white, sound, 10 min., 1953. Available through Young America Films, Inc., 18 E. 41st St., New York 17, N. Y., and other distributors. \$50.00.—This is a discussion type film which presents the problem of the procrastinator in terms of teen-ager values as experienced at the high school level. Various film sequences show a girl who by continuous postponing of her school work, or failing to do in time her obligations as the leader of her class, creates a series of situations that interfere with class activities and also result in social embarrassment at home. The film raises the problem of responsibility toward the group, and suggests personal adjustment problems. Teacher's guide with reading references.—*A. Manoil.*

5514. Projection room. 16 mm. motion picture film, black and white, sound, 30 min., 1951. Available through Education Film Sales Dept., University Extension, University of California, Los Angeles 24, Calif. Not for sale; may be rented at \$5.00.—This is an experimental pilot film intended for television. It represents a panel composed of three experts, a child, and his mother, as they discuss various aspects of the film "Bird hunt" (see 30: 5480) shown at the beginning of the session. The discussion indicates different reactions to the behavior of the two children in the film, especially as to the interpretation given

to their reaction to inflicted death. The film would indicate different reactions of adults and children. The audience is invited to continue the discussion.—*A. Manoil.*

5515. Responsibility. 16 mm. motion picture film, black and white, sound, 15 min., 1953. Available through Young America Films, Inc., 18 E. 41st St., New York 17, N. Y., and other distributors. \$62.50.—The problem of responsibility as to school work with implications as to how to study and the importance of acquiring proper work habits are presented. The film raises the problem of status in the judgment of the peer group as directly related to general responsibility and its social value. This is a discussion type film which presents various responsibility problems to the audience. Teacher's guide with reading references.—*A. Manoil.*

5516. Retire to life. (Oklahoma State Dept. of Health.) 16 mm. motion picture film, black and white, sound, 22 min., 1953. Available through International Film Bureau Inc., 57 E. Jackson Blvd., Chicago 4, Illinois. \$75.00, rental \$5.00.—Old age problems, as concerning old men, are demonstrated through the presentation of a retired worker who has to make a readjustment to his new conditions of life. Self-respect, status, and meaningfulness of one's position within the social environment require systematic effort and appropriate integration through activities relevant to prevailing cultural values. Recognition, acceptance, and meaningfulness of life are obtained through work conceived as purposeful activity recognized as such by the social environment.—*A. Manoil.*

5517. Role playing and guidance. (Robert Bartlett Haas.) 16 mm. motion picture film, black and white, sound, 14 min., 1953. Available through Dept. of Visual Instruction, University of California Extension, Los Angeles 24, California. \$67.50, rental \$3.00.—The use of the role playing technique as a help in solving life problems as experienced by a young boy, is demonstrated. The film shows the boy playing in turn the role of his mother, the role of an employer, and his own role. Role playing brings to the fore basic emotional problems and allows insight into the situation having created the conflict. It helps the subject and his adviser. The film demonstrates the usefulness and the ease with which role playing can be used in various school situations.—*A. Manoil.*

5518. Roots of happiness. (William Resnick.) 16 mm. motion picture film, black and white, sound, 25 min., 1954. Available through Mental Health Film Board, Inc., 166 East 28th St., New York 16, N. Y., and International Film Bureau, 57 East Jackson Blvd., Chicago 4, Illinois. \$95.00.—Characteristic aspects of a happy family life as experienced by an average home in the island of Puerto Rico are clearly presented. The behavior of the father who shows quiet confidence in life, the permissive atmosphere for the children, and the prevailing understanding among various members of the family are well illustrated. Negative aspects of family life and the effect on children are also illustrated by the presentation of another family where anger, mistrust, and general dissatisfaction are the prevailing mood. The film emphasizes the value of home environment as a basic factor in mental health and adequate child development.—*A. Manoil.*

5519. The show-off. 16 mm. motion picture film, black and white, sound, 10 min., 1954. Available through Young America Films, Inc., 18 E. 41st St., New York 17, N. Y., and other distributors. \$50.00.—The show-off as a personal and social problem at the level of the adolescent is demonstrated through the presentation of a boy who creates a series of disturbances at school and in a social setting. The film illustrates show-off behavior as a result of the need for attention, and as a disrupting factor in various school situations. The effect on group morale and group status as well as the reaction of the group in terms of their values is also demonstrated. The problem is presented to the audience for discussion through questions concerning the condition of the show-off individual as a result of his own needs or as a result of encouragement from the group.—*A. Manoil.*

5520. Squeak, the squirrel. (Lester F. Beck.) 16 mm. motion picture film, black and white or color, sound, 10 min., 1951. Available through Churchill-Dexter Film Productions, 801 N. Seward St., Los Angeles 38, Calif., and other distributors. Color, \$100.00; black and white, \$50.00.—Simple learning problems are presented as solved by a squirrel. The reaction of the squirrel to his image in a mirror is also shown. String tests in various situations are clearly demonstrated. The film is intended for elementary grades, and at that level, presents intelligibly learning, methods for its study, and simple behavioral patterns.—*A. Manoil.*

5521. Successful scholarship. (H. Sorensen, & M. Malm.) 16 mm. motion picture film, black and white, sound, 11 min., 1954. Available through McGraw-Hill Film Text Dept., 330 W. 42nd St., New York 36, N. Y. \$60.00.—The problem of how to study as applicable to an average student is presented. The film emphasizes the importance of a definite goal, a plan for study, a place, and a method. These conditions conducive to good study are demonstrated through the presentation of an average girl who wants to become a nurse and is able to organize her school work by following certain routines comparable to those prevailing in a hospital. The film is correlated with Sorensen and Malm, "Psychology for living."—*A. Manoil.*

5522. Susan's wonderful adventure. (Clarke School for the Deaf, Northampton, Mass.) 16 mm. motion picture film, color, sound, 30 min., 1955. Available through Educational Film Library, Syracuse University, Syracuse 10, N. Y. \$4.75 a day, \$6.75 for 5 days.—The problem of the deaf child and techniques used for his education are presented. The film shows lip reading training, silent reading, writing, and speaking. The value of imitation of the teacher, the use of the mirror for the correction of pronunciation, the use of audiometer tests, and of earphones for residual hearing are also demonstrated. Deafness is not only a medical problem but an educational one as well. The film emphasizes the importance of group activities, indoor and outdoor play, and especially the need for understanding, patience and personal effort. The behavior of deaf children, their progress through school, and their general preparation for life are well demonstrated.—*A. Manoil.*

5523. Toward emotional maturity. (H. Sorensen, & M. Malm.) 16 mm. motion picture film, black

and white, sound, 11 min., 1955. Available through McGraw-Hill Film Text Dept., 330 W. 42nd St., New York 36, N. Y. \$60.00.—Emotion as a disorganized response to situations involving real or imaginary dangers affects unfavorably individual behavior. A simple experiment presenting two boxes, one with a toy serpent and the other with two pups, demonstrates the irrational responses in terms of background experiences and immediate association. The problem of emotional responses in terms of jealousy, feelings of insecurity, or inappropriate social behavior is demonstrated as experienced by a teen age girl in various life situations. Emotional maturity is to be understood in terms of ability of self-control which in turn is a result of thinking and learning. The film is correlated with Sorenson and Malm, "Psychology for living."—*A. Manoil.*

5524. A two-year old goes to the hospital. (James Robertson.) 16 mm. motion picture film, black and white, sound, 45 min., 1953. Available through the New York University Film Library, 26 Washington Place, New York 3, New York.—This is a research film presenting without interpretation the behavior of Laura (2-5) during 8 days without her mother (except at visiting hours) in a hospital for a slight operation. The film was taken daily at the same hour and under similar conditions so as to provide behavior samples, independent of photographer's time predilections, or other subjective factors. The behavior sample presents an accurate photographic document to be interpreted by the audience. The film is supplemented with a comprehensive guide which gives additional information on Laura, and bibliography.—*A. Manoil.*

5525. Upright vision through inverting spectacles. (Theodor Erismann, & Ivo Kohler.) 16 mm. motion picture film, black and white, silent, 11 min., 1954. Available through Kinesis, Inc., 566 Commercial St., San Francisco 11, California. \$40.00; rental, \$3.00.—Characteristic aspects of an experiment on vision through an image-inverting device are clearly presented. The experiment lasts ten days. The subject in the first period (1st to 3rd days) shows uncertainty of behavior with the world appearing upside down. In the second period (3rd to 5th days) actions are correct but vision still inverted. The third and final stage (6th to 10th days) shows normal behavior. At the end of the experiment, when the device is removed, the world again seems upside down, but the correction is made in a few minutes. All aftereffects disappear with practice.—*A. Manoil.*

5526. What about drinking. (Raymond G. McCarthy, & Luther E. Woodward.) 16 mm. motion picture film, black and white, sound, 10 min., 1954. Available through Young America Films, Inc., 18 E. 41st St., New York 17, N. Y., and other distributors. \$50.00.—The drinking problem as faced by teen-agers is realistically presented in terms of social values prevailing in our society. The film presents a discussion among teen-agers of various points of view concerning the use of alcohol. The discussion considers different opinions as expressed by parents, ministers or physicians, as well as by the teen-agers themselves. Critical thinking, objective attitudes, and reliable information are stressed. The film presents the problem to the audience for further discussion. Teacher's guide with reading references.—*A. Manoil.*

5527. What about juvenile delinquency. (Philip B. Gilliam.) 16 mm. motion picture film, black and white, sound, 10 min., 1955. Available through Young America Films, Inc., 18 E. 41st St., New York 17, N. Y., and other distributors. \$50.00.—Juvenile delinquency in terms of teen-agers' gangs and their social behavior is presented. Various film sequences show the cohesiveness of the gang, their delinquent behavior, their activity as a pressure group, the use of symbols for identification, and the nature of group loyalty. Through the defect of one member of the gang as a result of his father being attacked by the rest of the gang, the whole problem of juvenile delinquency is open for discussion. The reaction of the school and city authorities is also shown. The film presents for audience discussion a series of relevant questions. Teacher's guide with reading references.—*A. Manoil.*

5528. Working and playing to health. (Alfred Paul Bay, & Bertha Schlotter.) 16 mm. motion picture film, black and white, sound, 35 min., 1954. Available through International Film Bureau, 57 East Jackson Blvd., Chicago 4, Ill. \$125.00.—Through the use of a play performed in a psychiatric hospital setting, various aspects of occupational, recreational, and industrial therapies are presented. Different therapeutic problems raised at a staff meeting are played out by hospital personnel including psychiatrists, therapists and patients. Clay modeling, physical exercise, music, and work as related to the needs of the patients are illustrated.—*A. Manoil.*

5529. Your child and his thumb. (J. H. Sillman.) 16 mm. motion picture film, black and white or color, sound, 20 min., n.d. Available through Knowledge Builders Visual Education Center Building, Floral Park, New York. Color, \$150.00; black and white, \$60.00; rental \$2.00.—The effect of thumb sucking on dentition is presented through the analysis of casts, from birth (3 days) to 15 years. Comparative models of thumb suckers and non-suckers are also shown. Thumb sucking has no permanent effect during the first few years; at the age of 4 marked protrusion is observed; prolonged sucking affects good occlusion. Thumb sucking is to be viewed as part of the growing process and does not have to become a serious problem.—*A. Manoil.*

(See also abstract 6234)

PHYSIOLOGICAL PSYCHOLOGY

5530. Barynikov, I. I. Vliianie nekotorykh proizvodnykh fenamina i fenatina na uslovnoreflektornui deiatel'nost' krol'kov. (Influence of several derivative phenamines and phenatines on conditioned-reflex activity in rabbits.) *Zh. vyssh. nervn. Deiatel'.*, 1955, 5(4), 582-590.—Several derivative phenamines and phenatines exert a stimulatory effect on conditioned-reflex activity without accompanying hypertensive and sympathomimetic effects.—*I. D. London.*

5531. Chance, June, & Lotsof, E. J. (U. California, Los Angeles.) Effects of cortisone on psychological test performance. *Psychol. Rep.*, 1955, 1, 323-330.—The performance of 16 Ss on intelligence tests and projective tests was studied before, during, and after medication (cortisone or placebos). The

authors concluded that changes in test performance following administration of the drug do not occur in easily detectable form or uniformly.—C. H. Ammons.

5532. Corrigan, Shirley M. Psychological correlates of the physiological response to mecholyl in psychiatric outpatients. *Dissertation Abstr.*, 1955, 15, 1650-1651.—Abstract.

5533. Iaroshevskii, A. IA. Vlianie kory bol'shikh polusharii golovnoho mozga na krovianoe davlenie i pishchevuiu leikotsitarnuiu reaktsiiu v usloviakh golodaniia. (Influence of cerebral cortex on blood pressure and alimentary leucocytic reaction under conditions of starvation.) *Zh. vyssh. nervn. Deiatel'*, 1954, 4(5), 674-683.—Prolonged starvation in dogs entailing a loss of weight from 25 to 33% leads to heightening of conditioned reflex salivary secretion and loss of differentiations. A detailed account is given of observed changes in blood pressure and in the "digestive leucocytic reaction."—I. D. London.

5534. Kotliarevskii, L. I. Vlianie khronicheskogo otravleniia margantsom (MnO_2) na rabotu vysshikh otdelov tsentral'noi nervnoi sistemy zhivotnykh. (Influence of chronic poisoning by manganese dioxide (MnO_2) on the activity of the higher divisions of the central nervous system in animals.) *Zh. vyssh. nervn. Deiatel'*, 1954 4(5), 662-673.—A description is provided of the progressive changes in conditioned reflexes that take place in animals undergoing manganese poisoning.—I. D. London.

5535. Lindsey, Donald B. (U. California, Los Angeles.) Physiological psychology. *Annu. Rev. Psychol.*, 1956, 7, 323-348.—This review of literature for the year ending July, 1955, concentrates "mainly upon four areas of recent advance in neurophysiology, in which . . . significant research progress . . . or . . . application of new techniques . . . hold significant promise for psychology. . . ." The four areas are: specific and unspecific afferent systems, centrifugal regulation of afferent influx, C.N.S. unit analysis by microelectrode methods, and the limbic system. 115-item bibliography.—C. M. Louttit.

5536. Lovett Doust, John W. (U. Toronto, Ont.), & Schneider, Robert A. Studies on the physiology of awareness: the differential influence of color on capillary blood-oxygen saturation. *J. clin. Psychol.*, 1955, 11, 366-370.—"The present investigation attempts to assess the physiological influence of color on emotions and awareness. The quality of affect was estimated by a ranking preference technique and the levels of awareness by their equivalence with blood-oxygen saturation values." 8 colors were presented in a set order to 49 healthy controls and to 38 mixed psychiatric patients, including 6 epileptics and 12 high grade mental defectives. For the total group exposure to any color save white significantly lowered the oximetric score. "The mean resting oximetric levels of the psychiatric patients were lower than those of the controls, and their reactive lability to different color stimuli was also significantly less."—L. B. Heathers.

5537. Makarchenko, A. F. VIII s'ezd Vsesoiuznogo obshchestva fiziologov, biokhimikov i farmakologov. (Eighth Congress of the All-Union Society of Physiologists, Biochemists, and Pharmacologists.) *Zh. vyssh. nervn. Deiatel'*, 1955, 5(4),

601-608.—Several papers on conditioned-reflex research read at the society's meetings in Kiev in May, 1955, are summarized and commented upon. The theoretical orientation is Pavlovian.—I. D. London.

5538. Marukhanian, E. B. Izmenenie vysshel' nervnoi deiatel'nosti u sobak pri deistvii udarnykh peregruzok. (Changes in higher nervous activity in dogs under the action of sudden [accelerational] stress.) *Zh. vyssh. nervn. Deiatel'*, 1955, 5(4), 555-564.—Sudden accelerational stress in the dog disrupts much of its conditioned-reflex behavior. After sudden acceleration the latent period of "electro-defensive reflexes" either disappears or is lengthened; that of "conditioned acidic reflexes" either disappears or is decreased; the "unconditioned electro-defensive and acidic defensive reflexes" either diminished or were absent. During the intervals between very intense stimulation the animal goes into a sleepy state and sometimes into a deep sleep. After three to four experiences of sudden accelerational stress disturbances of conditioned-reflex behavior are diminished and in some dogs disappear altogether.—I. D. London.

5539. Marukhanian, E. V. Vlianie prodolzhitel'nosti i intensivnosti uslovnogo elektrokozhnogo razdrazhitelia na velichinu uslovnogo pishchevogo i kislotnogo refleksov. (Influence of duration and intensity of conditioned electrodermal stimulation on the magnitude of the conditioned alimentary and acidic reflexes.) *Zh. vyssh. nervn. Deiatel'*, 1954, 4(5), 684-691.—The magnitude of the "conditioned alimentary reflex" varies inversely as the duration of action of the conditioned electrodermal stimulus. Such, however, is not the case as regards the "conditioned acidic reflex." The effects of increase of intensity of the conditioned electrodermal stimulus are also discussed.—I. D. London.

5540. Reizel'man, S. D. Uslovnorefleksornyi diurez i ego znachenie pri izuchenii vysshel' nervnoi deiatel'nosti v klinike. (Conditioned-reflex diuresis and its significance in the study of higher nervous activity in the clinic.) *Zh. vyssh. nervn. Deiatel'*, 1954, 4(5), 642-650.—With repeated intramuscular injection of mercusal conditioned reflex diuresis results as can be demonstrated by injection of an indifferent agent (physiological solution).—I. D. London.

5541. Riess, B. F., Spain, D. M., & Molomut, N. The effect of sub-convulsive audiogenic stress on recovery from physiological damage. *Psychol. Rep.*, 1955, 1, 267-275.—Mice subjected to up to 90 sec. of audiogenic stimulation on each of 10 consecutive days show impaired ability to produce granulation tissue after suffering a simple traumatic wound. The deficit in tissue repair does not appear to be entirely mediated through the pituitary-adrenal axis. The effect demonstrated is dependent on the production of overt behavior changes by the sound-stimulus and is not a function of auditory nerve response alone. Exposure to sound stimulation at night is more effective in producing audiogenic seizures than daytime exposure and also more effective in delaying wound healing.—C. H. Ammons.

5542. Smith, Moncrieff, & Duffy, Michael. (U. Washington, Seattle.) The effects of intragastric injections of various substances on subsequent bar-pressing. *J. comp. physiol. Psychol.*, 1955, 48, 387-391.—The effects of stomach-tube loads of saline,

kaolin, sucrose, glucose, glycerol milk, and sorbitol on a bar-pressing response for solid Purina food rewards in rats are reported. 10 cc. of normal saline had no effect, nor did kaolin. Milk and 30% sucrose had a marked depressing effect, although 5% glucose did not. The relation between quantity of 30% sucrose and rate of pressing is inversely linear. Equiosmotic solutions (1-molar) of glucose, glycerol and sorbitol had varying effects, glucose and sorbitol being more effective than glycerol. It is suggested that stomach distention and some humoral factor act in conjunction to reduce hunger drive.—*L. I. O'Kelly.*

5543. Sofronov, N. S. *Deistvie narkolana (tribrometilalkogolia) na vysshuii nervnuii deiatel'nost' sobak.* (Influence of narcolane (tribromethylalcohol) on higher nervous activity of dogs.) *Zh. vyssh. nervn. Deiatel'.*, 1955, 5(4), 537-546.—The changes in various conditioned reflexes that occur in dogs in response to different dosages of narcolane, rectally introduced, are reported.—*I. D. London.*

5544. Travina, A. A. *K voprosu o lokalizatsii zamykaniia uslovnoi svyazi.* (On the localization of the closure of the conditioned connection.) *Zh. vyssh. nervn. Deiatel'.*, 1954, 4(5), 692-698.—On the basis of experiments, conducted on dogs whose tongues had been operatively prepared, it is concluded that "during the formation of conditioned acidic reflexes a temporary [conditioned] connection is established between the center of the conditioned stimulus and the cortical representation of the unconditioned acidic reflex which consists of the perceiving cells."—*I. D. London.*

(See also abstracts 5497, 5671, 5721, 5771, 6066)

NERVOUS SYSTEM

5545. Bassin, F. V., & Zhirmunskaya, E. A. *O nekotorykh nereshennykh voprosakh sovremennoi klinicheskoi elektroentsefalografii.* (On several unresolved problems of contemporary clinical EEG.) *Zh. vyssh. nervn. Deiatel'.*, 1954, 4(5), 728-741.—A number of contemporary problems concerning clinical EEG is discussed with the hope that a profounder formulation of these problems will itself assist in their final resolution.—*I. D. London.*

5546. Benjamin, Robert M. (*Brown U., Providence, R. I.*) *The effect of fluid deprivation on taste deficits following cortical lesions.* *J. comp. physiol. Psychol.*, 1955, 48, 502-505.—The cortical receptive zones of the chorda tympani and IXth nerve were ablated in male albino rats. Interference with taste discrimination was measured by one and two bottle techniques with quinine hydrochloride under conditions of low fluid deprivation and high fluid deprivation (16-hour). Lesions resulted in raised thresholds under low-deprivation conditions with both methods of testing. Under high-deprivation conditions taste performance is normal. In 5 animals with massive removal of neocortex, however, deficits persisted under the high-drive conditions. "It is concluded that the taste nerve area is necessary for normal taste discrimination only under conditions of low fluid deprivation and that other cortical areas are involved in discrimination when fluid deprivation is high."—*L. I. O'Kelly.*

5547. Brady, Joseph V., & Nauta, Walle J. H. *Subcortical mechanisms in emotional behavior:*

the duration of affective changes following septal and habenular lesions in the albino rat. *J. comp. physiol. Psychol.*, 1955, 48, 412-420.—Following preoperative determination of acquisition, retention and extinction of a conditioned emotional response (CER), magnitude of startle response and rating on an emotional reactivity scale, lesions were produced either in the septal forebrain areas or in the habenular complex of the thalamus. The septal animals showed an increase in emotional reactivity and startle response with a return to approximately normal in 60 days with minimal interpolated handling. There was no such effect following habenular lesions. 6 of 12 septal animals showed temporary reduction in strength of the CER, an effect apparently related to the extent of involvement of the fornix and anterior thalamic nuclei. Extinction of CER was significantly more rapid in the habenular animals.—*L. I. O'Kelly.*

5548. Bremer, Frédéric. (*U. Brussels, Belgium.*) *Quelques aspects physiologiques du problème des relations réciproques de l'écorce cérébrale et des structures sous-corticales.* (Some physiological aspects of the problem of the reciprocal relations between the cerebral cortex and the sub-cortical structures.) *Acta. neurol. belg.*, 1955, 55, 947-965.—A review of recent developments in the neurophysiology of the thalamo-cortical connections. Data from EEG studies are presented, and an interpretation in terms of "reverberating circuits" is discussed.—*B. A. Maher.*

5549. Bykov, K. M. *Dal'neishee razvitiye problemy fiziologii i patologii kortiko-vistseral'nykh vzaimootnoshenii.* (Further development of the problem of physiology and pathology of cortico-visceral interrelationships.) *Zh. vyssh. nervn. Deiatel'.*, 1955, 5(4), 449-462.—A discussion of historical and contemporary aspects of and contributions to the pathophysiology of cortico-visceral systems is given in terms of Pavlovian theory.—*I. D. London.*

5550. Chang, Hsiang-Tung. (*Rockefeller Institute for Medical Research, N. Y.*) *Cortical response to stimulation of medullary pyramid in rabbit.* *J. Neurophysiol.*, 1955, 18, 332-352.—The motor cortex response to electrical stimulation of the medullary pyramid is a rapid surface-positive deflection and a slow surface-negative wave attributable respectively to the activity of axon and dendrites of large pyramidal neurons. The electrical signs of both deflections depend on the depth of cortical placement of the recording electrode. The dendritic component of the antidromic cortical potential is modified by ambient cortical temperature, by injury to the cortical surface and by anoxia to a much greater degree than the axonal component. 26 references.—*P. Ratoosh.*

5551. Covian, Miguel R., & Cordero Funes, Jorge R. (*Instituto de Biología y Medicina Experimental, Buenos Aires, Argentina.*) *Role of anesthesia and frequency of stimulation in preganglionic and postganglionic fiber response.* *J. Neurophysiol.*, 1955, 18, 353-361.—"The threshold responses of the nictitating membrane of the cat were observed after electrical stimulation of preganglionic and postganglionic fibers of the superior cervical sympathetic ganglion." Under anesthesia the threshold responses "gave a voltage-frequency curve similar to that obtained when postganglionic fibers were stimulated," but without anesthesia "the preganglionic-ganglion system showed

the same threshold for all frequencies." 22 references.—*P. Ratoosh.*

5552. Danilov, I. V. *Izmenenie elektricheskoi aktivnosti v zatylochnoi oblasti kory golovnogo mozga sobaki pri khronicheskom svetovom razdrazhenii.* (Modification of electrical activity in the occipital region of the cortex of the dog's brain with chronic photic stimulation.) *Zh. vyssh. nervn. Deiatel'*, 1955, 5(4), 574-581.—Modification of electrical activity in the occipital cortex, "first produced through afferential stimulation, later leads to conditioned reproduction of the modification under the influence of the experimental set-up."—*I. D. London.*

5553. Delgado, José M. R. (*Yale U., New Haven, Conn.*) *Evaluation of permanent implantation of electrodes within the brain.* *EEG clin. Neurophysiol.*, 1955, 7, 637-644.—Techniques of construction and implantation of multilead electrodes in the brain of animals are described. No deficits were produced by electrode insertion. Prolonged electrical stimulation of the brain did not cause any detectable local histological changes. Cerebral stimulation was possible in cats and monkeys with freedom of movement, permitting studies of behavior, sensory phenomena, correlations between clinical manifestations and electrical activity of the brain, and psychological testing of animals.—*R. J. Ellingson.*

5554. Frol'kis, V. V. *Analiz mekhanizmov adaptatsii bezuslovykh refleksov na serdtse po izmeneniiu uslovnoreflektornoi deiatel'nosti.* (Analysis of the mechanisms of adaptation of unconditioned cardiac reflexes on change of conditioned-reflex activity.) *Zh. vyssh. nervn. Deiatel'*, 1954, 4(5), 705-711.—The process of adaptation of cardiac reflexes cannot be reduced to only changes occurring in the receptors. The magnitude of the conditioned reflex depends on the degree of adaptation of the unconditioned reflex. In the development of adaptation of the unconditioned reflex the inhibitory process is early aroused in the afferential part of the unconditioned-reflex center. In prolonged adaptation inhibition irradiates, involving other sections of the central nervous system.—*I. D. London.*

5555. Kerr, D. I. B., & Hagbarth, K.-E. (*U. Calif. at Los Angeles.*) *An investigation of olfactory centrifugal fiber system.* *J. Neurophysiol.*, 1955, 18, 362-374.—"The present study has explored the significance of known centrifugal paths to the olfactory bulb by observing the effects of their excitation, in the curarized cat, upon the resting electrical activity or that induced in the bulbs by olfactory stimulation. Depressive influences were evoked by exciting the basal rhinencephalic area. . . . Similar influences were obtained by high-frequency excitation of the anterior commissure. . . . Discharge in the bulb and augmentation of induced olfactory activity have been obtained by low-frequency excitation of the lateral olfactory tract and anterior commissure. Since the lateral olfactory tract lacks centrifugal fibers, this effect is attributed to antidromic excitation of known recurrent collaterals of this tract."—*P. Ratoosh.*

5556. Kupalov, P. S. *Fiziologicheskaiia organizatsiia protsessov vzbuzhdeniia i tormozheniia v kore mozgovykh polusharii pri uslovnoreflektornoi deiatel'nosti.* (Physiological organization of the processes of excitation and inhibition in the cerebral cortex in conditioned-reflex activity.) *Zh. vyssh.*

nervn. Deiatel', 1955, 5(4), 463-473.—Data on the physiological organization of cortical excitatory and inhibitory processes are adduced and discussed in terms of Pavlovian theory. "Refusal to study the general dynamics of cortical excitation and inhibition and the activity of the cortex as a whole" from the Pavlovian standpoint is to "promote antiscientific conceptions."—*I. D. London.*

5557. Lennox, Margaret A., & Madsen, Annelise. (*U. Copenhagen, Denmark.*) *Cortical and retinal responses to colored light flash in anesthetized cat.* *J. Neurophysiol.*, 1955, 18, 412-424.—Cortical and retinal potentials were recorded in response to 200 msec. flashes of various energy and wave length characteristics. The cortical "on" response consisted of a surface-positive followed by a surface-negative phase. "With increasing intensity, the amplitude of both cortical and retinal responses increased and the latency decreased." The shape, amplitude and latency of the cortical response varied with changes in the color of the stimulating light. 18 references.—*P. Ratoosh.*

5558. Marshall, Curtis. (*Johns Hopkins Hosp., Baltimore, Md.*) *Some clinical correlates of the wave and spike phantom.* *EEG clin. Neurophysiol.*, 1955, 7, 633-636.—The "wave and spike phantom" is described as a low voltage 5-6/sec. wave with a fast spike seen primarily in bipolar derivations from homologous areas of the two cerebral hemispheres. The most frequent clinical correlate is simple fainting; other EEG abnormalities and convulsions are also common.—*R. J. Ellingson.*

5559. Noël, Guy. *Evolution des recherches électroencéphalographiques en Belgique.* (The development of research in EEG in Belgium.) *Acta neurol. belg.*, 1955, 55, 551-567.—A brief historical introduction to the development of EEG in Belgium is followed by a detailed survey of research completed and in progress. Neurophysiology, technical problems, epilepsy, hysteria, myoclonias and miscellaneous encephalopathies are discussed in relation to published research. 129-item bibliography.—*B. A. Maher.*

5560. Popov, Catherine. *Étude du conditionnement electrocortical son-lumière chez le lapin.* (Study of sound-light electrocortical conditioning in the rabbit.) *C. R. Acad. Sci. Paris*, 1955, 241, 1414-1416.—Electrocorticograms were recorded from the striate cortex in three rabbits during sound-light conditioning. After-effects were found which correspond to the appearance of after-images in human observers under similar conditions. These after-effects, which also appear with diminished amplitude when sound alone is presented, are said to confirm again the notion that conditioning is not developed "uniquely at the moment of stimulation."—*R. W. Burnham.*

5561. Reynolds, R. W. (*U. Buffalo, N. Y.*) *Neurophysiological mechanisms for the acquisition and extinction of conditioned reflexes.* *Psychol. Rep.*, 1955, 1, 279-286.—Eccles' model of the conditioning process utilizes information from recent neurophysiological research, but it still has some serious limitations, particularly with regard to the assumption that extinction is a function of synaptic disuse. Malmo's use of Eccles' hyperpolarization hypothesis also does not appear to lead to an adequate explanation of extinction. An alternative hypothesis

is suggested: phasic activation of a reflex if followed by phasic activation of an antagonistic reflex.—C. H. Ammons.

5562. Ross, Alan O. Integration as a basic cerebral function. *Psychol. Rep.*, 1955, 1, 179-202. (Monogr. Suppl. 2.)—On the assumption that a construct for a basic cerebral function would be useful in giving a conceptual framework to the varied findings with respect to the results of brain injury, criteria are set up and the existing theories are examined in their light. Finding Goldstein's "abstract attitude," Halstead's factory theory, the various Gestalt hypotheses, and other proposals to possess certain shortcomings, the construct of the integrative function of the cerebral cortex is scrutinized and shown to satisfy the criteria of inclusiveness, precision, clinical applicability, and physiological consistency.—C. H. Ammons.

5563. Sidman, M., Brady, J. V., Boren, J. J., Conrad, D. G. (Walter Reed Army Med. Cntr., Washington, D. C.), & Schulman, A. Reward schedules and behavior maintained by intracranial self-stimulation. *Science*, 1955, 122, 830-831.—Animals are "able to maintain high lever-pressing rates . . ." when such lever pressing produces "electric stimulation of some areas of the brain" and ". . . without any other reward." "The animals were originally trained on a continuous reinforcement schedule, in which every lever-press resulted in an electric stimulus." Two figures are presented which indicate lever pressing responses with fixed-ratio schedules of 7:1 and 8:1.—S. J. Lachman.

5564. Szatmari, A. (Dept. of Public Health, Regina, Saskatchewan, Can.), & Schneider, R. A. Induction of sleep by autonomic drugs. *J. nerv. ment. Dis.*, 1955, 121, 311-320.—The effect of atropine, prostigmine, and acetylcholine on epileptics, schizophrenics, and normal volunteers was studied as revealed by EEG. Results and an interpretation of the mode of action of this drug combination are offered.—N. H. Pronko.

5565. Vatsuro, E. G. O nepravil'nom tolkovanii nekotorykh voprosov évolutsii vysshei nervnoi deiatel'nosti. (On an incorrect interpretation of several questions on the evolution of higher nervous activity.) *Zh. vyssh. nervn. Deiatel'*, 1954, 4(5), 742-755.—L. G. Voronin is criticized for maintaining, contrary to Pavlov's views, that speed of formation of conditioned reflexes does not depend on place of the organism on the phylogenetic scale and that accordingly it may not be utilized as an index of the level of evolutionary advancement of the organism's nervous system. Priority in this mistaken view is assigned to D. A. Biriukov.—J. D. London.

5566. Voronin, L. G. Eshchë raz o skorosti obrazovaniia uslovnnykh refleksov. (Again on the speed of formation of conditioned reflexes.) *Zh. vyssh. nervn. Deiatel'*, 1954, 4(5), 756-767.—Exception is taken to E. G. Vatsuro's criticisms of the author's view that speed of formation of conditioned reflexes is phylogenetically independent. This view is based on experimental facts and, contrary to the critic's claim, does not contradict Pavlov.—J. D. London.

(See also abstracts 5428, 5498, 5600, 5605, 5614, 5629, 5687, 5689, 5708, 5767, 5775, 6014, 6077, 6108, 6220, 6224)

RECEPTIVE AND PERCEPTUAL PROCESSES

5567. Bakan, P. (Michigan State U., E. Lansing.) Effect of set and work speed on time estimation. *Percept. mot. Skills*, 1955, 5, 147-148.—Two groups of 22 Ss engaged in a number-searching task for one hour. One group was told in advance that they would have to make an estimate of elapsed time; the other group was not told. There was no significant difference between the mean time-estimates of the two groups. A significant correlation ($- .36$) was found between the time estimates and the work speed as measured by the number of two-digit numbers found during the hour.—C. H. Ammons.

5568. Baker, Katherine E., & Dudek, Frank J. (U. Nebraska, Lincoln.) Weight scales from ratio judgments and comparisons of existent weight scales. *J. exp. Psychol.*, 1955, 50, 293-308.—Investigated various aspects of the methodology and characteristics of ratio judgments in the constant sum method of scaling. Presented a comparison of several weight scales and "concluded that different methodologies permit different sets of judgment determinants to operate; thus none of the scales agrees completely with any other scale."—J. Arbib.

5569. Bartley, S. H., Clifford, L. T., & Calvin, A. D. (Michigan State U., E. Lansing.) Effect of visual imagery on tactual and kinesthetic space perception. *Percept. mot. Skills*, 1955, 5, 177-184.—10 children with normal vision and 10 congenitally blind children were asked to judge size of blocks experienced tactually. The method of constant stimuli was used. It was found that all Ss made similar numbers of errors when there was nothing in the conditions to reveal the operation of kinesthesia and visual imagery. Not all of the hypotheses were confirmed in both parts of the study, but for normal Ss distance of the stimulus had a significant effect.—C. H. Ammons.

5570. Cohen, John; Hansel, C. E. M., & Sylvestre, J. D. Interdependence in judgments of space, time and movement. *Acta psychol.*, 1955, 11, 360-372.—Phenomena appear to support the primacy of discriminations of movement over separate spatial or temporal discrimination. The former is biologically vital and almost certainly characterizes individual development. Even at the late stage of scientific sophistication when the spatial and temporal aspects of events are distinguishable in experience, their interdependence remains. Interdependence cannot be predicted from a knowledge of separate physical dimensions, but must be examined in its own right. It follows that the study of interdependence is necessary to provide the full picture of mental development.—G. Rubin-Rabson.

5571. Engen, T., & Levy, N. (Brown U., Providence, R. I.) The influence of standards on psychophysical judgments. *Percept. mot. Skills*, 1955, 5, 193-197.—Experimental applications of the method of direct magnitude estimations to brightness and weight stimuli showed that: (a) a standard selected from the middle of the stimulus series will yield more sensitive judgments than a higher or lower standard; and (b) if no standard is used, more sensitive discriminations will be obtained when the adaptation level (or geometric mean) is in the middle of the stimulus series. The interaction of central tendency with adaptation level may prove to have important

implications for a general theory of psychophysical judgment.—C. H. Ammons.

5572. Fisk, G. W., & West, D. J. ESP tests with erotic symbols. *J. Soc. psych. Res., Lond.*, 1955, 38, 134-136.—This is a correction on a previous article (see 30: 254). A Table II was revised and results indicated a significant difference for frequency of hits for the "erotic targets." In interpreting the results, the authors state that it is only after subjects explain to the experimenter this erotic association, that significant scores occur on this particular target. Dr. Rhine observed some interesting points in this connection, feeling that the test interest is channeled toward effective and selective symbols. It is not a question of emotional interest in this target, but a motivated attention to the use of the target which is significant. The authors feel that possibly the emotional association of erotic symbols was not so definite in the subject's mind until he had explained them to the experimenter.—O. I. Jacobsen.

5573. Langdon-Davies, J., Soal, S. G., & Bateman, F. ESP tests with a Spanish girl. *J. Parapsychol.*, 1955, 19, 155-163.—The first author and his wife discovered that their house-maid had an ability to score at about twice the expected chance rate in ESP card tests. This success was obtained in clairvoyance tests as well as with an agent looking at the cards. The other two authors performed experiments with this subject. They used both kinds of tests and gave special attention to safeguards against sensory cues. Significant results were obtained in the tests in which an agent back of a screen looked at the cards, but only the expected chance level of scoring in the clairvoyance tests. Suggestions are offered for further investigations.—J. G. Pratt.

5574. Londay, David. (U. Melbourne, Australia.) The concept of space. *Phil. Rev., N. Y.*, 1955, 64, 590-603.—A discussion of the ordinary, every-day concept of space in which the author concludes that the more we "talk about the dimensionality of space, the more we make it into a vast goo; and the more like something material we make it, the more special properties we have to attribute to it."—M. A. Seidenfeld.

5575. May, W. T., & Wells, W. S. (U. Tennessee, Knoxville.) Manifest anxiety as related to some perceptual modes. *Percept. mot. Skills*, 1955, 5, 127-131.—25 Ss were administered the Taylor Anxiety Scale, the Gottschaldt figures and a 15-item "Focusing—non-focusing" scale. Group intelligence test scores were also available. Intercorrelations showed that manifest anxiety was significantly related to the "focusing—non-focusing" scale, but not to "leveling and sharpening" as measured by the Gottschaldt. "Leveling and sharpening" was found not to be related to "focusing—non-focusing," nor did intelligence test scores significantly correlate with manifest anxiety scores or the perceptual variables.—C. H. Ammons.

5576. Otani, S. (Chiba U., Japan.) Relations of mental set and change of skin resistance to ESP score. *J. Parapsychol.*, 1955, 19, 164-170.—The writer was the subject in ESP card tests for clairvoyance in which his students served as experimenters and observers. Half of the tests were done with the mental set of relaxation, half with concentrated effort to score high. In addition, skin resistance was meas-

ured just before and just after each run of 25 trials. The results, offered as exploratory, are analyzed in relation to mental set and change of resistance, and statistically significant findings point to the need for further investigations.—J. G. Pratt.

5577. Pfaffmann, Carl. (Brown U., Providence, R. I.) Taste and smell. *Annu. Rev. Psychol.*, 1956, 7, 391-408.—Review for the year ending May, 1955, of literature on the chemical senses. The two major sections are devoted to the sense modalities of the title. 128-item bibliography.—C. M. Louttit.

5578. Slater-Hammel, A. T. (Indiana U., Bloomington.) Estimation of movement as a function of the distance of movement perception and target distance. *Percept. mot. Skills*, 1955, 5, 201-204.—The effect of display distance and target distance upon the estimation of marker movement was studied in a 3 x 3 factorial experiment with 9 groups of 10 Ss each. Results showed: (1) A significant increase in absolute error with increases in target distance. (2) Maximum percent of absolute error for a target distance of 2% in. (3) Different constant error for a display distance of 2% in. from those for the other display distances. (4) Underestimation of rate of movement for a display distance of 2% in.—C. H. Ammons.

5579. Van de Castle, R. L., & White, R. A. (Duke U., Durham, N. C.) A report on a sentence completion form of sheep-goat attitude scale. *J. Parapsychol.*, 1955, 19, 171-179.—Following Schneider's lead, the experimenters separated subjects to be used in an ESP test on the basis of their attitudes of belief in ESP, disbelief, and doubt (conflict group). The separation was made on the basis of a sentence-completion scale. A total of 39 subjects, all but two high school students, were used in the experiment in which each one attempted to identify a different random order of ESP targets sealed in an opaque envelope. The total average score was not significantly different from chance expectation, but there was a tendency for the believers to score above that level and for the disbelievers to score at or below it ($P = .011$).—J. G. Pratt.

5580. Weiss, Bernard; Coleman, Paul D., & Green, Russel F. (U. Rochester, N. Y.) A stochastic model for time-ordered dependencies in continuous scale repetitive judgments. *J. exp. Psychol.*, 1955, 50, 237-244.—Studied the serial dependencies involved in a task requiring S to bisect, on the basis of kinesthetic cues, a perceived angular extent by turning a knob. Through the use of autocorrelation and power spectrum analysis found that neighboring observations tended to be most alike with influence declining as the temporal separation increased. The stochastic model for these data indicates that for the best prediction of a setting only the previous setting need be known. It appears that remote past experience in kinesthetic judgments is of less consequence than commonly assumed.—J. Arbit.

5581. Wertheimer, Michael. (Wesleyan U., Middletown, Conn.) Figural aftereffect as a measure of metabolic efficiency. *J. Pers.*, 1955, 24, 56-73.—"To summarize, the specific findings which were in the predicted direction were as follows: kinesthetic and visual figural aftereffects are correlated and tend to fluctuate together within an individual in time. There is a suggestion of a correlation between figural

aftereffects on the one hand, and reaction time, BMR, thyroid function, circulatory structure, and somatotype on the other, each in the direction predictable by assuming metabolic efficiency as a common determinant of these measures and of figural aftereffect." 19 references.—*M. O. Wilson.*

5582. Wertheimer, M., Levine, H., & Wertheimer, N. (*Wesleyan U., Middletown, Conn.*) The effect of experimentally induced changes in metabolism on perceptual measures of metabolic efficiency. *Percept. mot. Skills*, 1955, 5, 173-176.—As a test of a theory relating perceptual modifiability to metabolic efficiency, tests of figural after-effect, figure reversal, and perceptual association were given both before and after administration of three drugs increasing metabolism, three drugs decreasing metabolism, and two placebos to each of nine Ss. Drugs which decreased metabolism produced a significant drop in perceptual modifiability, while those increasing metabolism did not have a significant effect.—*C. H. Ammons.*

(See also abstracts 5782, 6107)

VISION

5583. Alekseev, M. A. Osobennosti formirovaniia "ritmicheskogo" stereotipa u cheloveka pri razlichnoi intensivnosti uslovnykh svetovykh signalov. (Features of the forming of a "rhythmic" stereotype in man with various intensities of conditioned light signals.) *Zh. vyssh. nervn. Deiatel'*, 1955, 5(4), 492-502.—"In spite of the equivalence of value of weak and strong conditioned signals in the stereotype, the order of their sequence plays a great role." "The level [attained by] concentration of excitation of the analyzer exhibits continuous change, [so that] along with it is changed the field of accompanying inhibition or negative induction surrounding it."—*I. D. London.*

5584. Allen, Merrill J. (*Indiana U., Bloomington.*) The stimulus to accommodation. *Amer. J. Optom.*, 1955, 32, 422-431.—"It is the purpose of this paper to present data obtained by the photographic recording of the third Purkinje image." One subject only was used. "In general, the results obtained superficially support Fincham's accommodative reflex theory; however, it appears that sufficient non-retinal cues may have been available to the subject in this experiment to account for the data."—*T. Shipley.*

5585. Biersdorf, William R. (*U. Wisconsin, Madison.*) Critical duration in visual brightness discrimination for retinal areas of various sizes. *J. opt. Soc. Amer.*, 1955, 45, 920-925.—". . . The results indicated that the transition between conditions $I_t = \text{constant}$ and $I = \text{constant}$ for central fixation was relatively sharp, regardless of field size or luminance level. This was true for both differential and absolute threshold determinations. The critical durations, depending upon field size, ranged from 0.02-0.06 second at high luminances to as long as 0.20-0.35 second at low scotopic luminance levels. The curves relating critical duration to log luminance showed irregularities in the mesopic range for the two larger fields. These irregularities were interpreted as indicating a possible transition between rod and cone functioning in this luminance range."—*F. Ratliff.*

5586. Brown, R. H. The visual discrimination of velocity as a function of the rate of movement and other factors. *USNRL Rep.*, 1954, No. 4299, i, 10 p.—Observers were required to report the direction of a traveling spot which was presented at ten different speeds. In general as the speed of the target increases the frequency of discriminating its direction also increases; speed range was 0.315 to 1.218 minutes of visual angle per second. Other factors such as fatigue, individual differences, stimulus orders, succeeding thirds of each trial, experimental sessions, etc., had little effect upon discrimination.—*J. A. Vernon.*

5587. Brown, Robert H. The visual discrimination of velocity as a function of stimulus duration and luminance. *USNRL Rep.*, 1954, No. 4372, i, 10 p.—The S's task is to determine the direction of a visual target. S's discriminated light speeds for each of eight exposures. In each case the minimal luminance necessary for discrimination was determined. For exposure times less than 0.1 sec. discrimination of direction is a product of stimulus luminance and duration, whereas at greater durations discrimination is dependent primarily upon luminance. A relationship between speed and duration as determinants of discrimination is also found.—*J. A. Vernon.*

5588. Brown, Robert H., & Baldwin, Alan W. Apparatus for research on the discrimination of velocity. *USNRL Rep.*, 1954, No. 4283, i, 6 p.—There is a description, including wiring diagrams, of a tracking apparatus which presents a moving target. Target presentation time is continuously controllable from one millisecond to five seconds. The brightness of the target is controllable by neutral tint filters and wedges and calibrated by a photometric technique. Maximum brightness is 1,150 m.b. and can be decreased by 0.01 log units. The duration and span of the target are calibrated photographically. The movement of the stimulus is at a constant rate which is directly proportional to the input voltage.—*J. A. Vernon.*

5589. Bruell, J. H., & Albee, G. W. (*Western Reserve U., Cleveland, O.*) Effect of asymmetrical retinal stimulation on the perception of the median plane. *Percept. mot. Skills*, 1955, 5, 133-139.—21 Ss had the task of adjusting the left or right edge of luminous rectangles to what appeared to them to be straight ahead. The edge to be adjusted was placed in the objective median plane of S who fixated it binocularly. It was found that only when retinal stimulation is symmetrical does a fixated object appear to be straight ahead when it actually is straight ahead of an observer. It was found that with asymmetrical retinal stimulation the apparent median plane does not coincide with the objective median plane. The magnitude of displacement of the apparent median plane away from the objective median plane was found to be a function of the degree of asymmetry of retinal stimulation.—*C. H. Ammons.*

5590. Chuprikova, N. I. Ob irradiatsii i kontsentratsii protsessu vzbuzhdeniia v zritel'nom analizatore cheloveka. (On irradiation and concentration of the process of excitation in the visual analyzer in man.) *Zh. vyssh. nervn. Deiatel'*, 1955, 5(4), 503-510.—In man "irradiation and concentration of excitation proceeds more quickly than in animals." In the reported experiments the period of the

"general cycle [of irradiation and concentration of excitation] never exceeded 24 sec.," whereas "in the dermal analyzer of the dog the period is not less than 45-60 sec." In man individual differences are encountered. In some the period of the general cycle is 8-14 sec.; in others 18-24 sec.—*I. D. London.*

5591. Engemann, C. **Versuche über den Gesichtskreis der Enten.** (Experiments on the horizon of ducks.) *Z. Tierpsychol.*, 1954, 11, 436-445.—A white plate was recognized at 10 m. by old ducks and at 5 m. by young ducks. "Groups of maize grains were recognized at 4 m., of wheat at 2½ m., single maize grains at 3 m., single wheat grains at 0.7 m. Fellow members of the species were recognized as such at distances of 60-70 m. in open country."—*N. M. Ginsburg.*

5592. Fiorentini, A. (Influence of the retinal illuminance gradient and its variation on the subjective sensation of brightness.) *Atti Fond. Ronchi*, 1955, 10(1), 54-60.—Between an illuminated opal glass and a screen an opaque shield with a sharp boundary was placed to cast a shadow on a white screen. The width of the penumbra on the screen was determined by opaque shields which could be moved by the observer to vary the width of the exposed part of the glass that illuminated the screen. 3 observers determined the maximum width of the penumbra that produced the Mach line as a function of the luminance of the illuminated part of the screen. For any given value of the illuminated period, a Mach line is seen for a certain percentage of the number of observations, and a plot of this percentage against the length of the interval of illumination has an exponential character, becoming practically a maximum for an illumination interval of 0.45 sec. at the field luminance used.—(Courtesy Kodak Mon. Abstr. Bull.)

5593. Freeman, J. T., & Engler, Jean. (Iowa State Coll., Ames.) **Perceptual recognition thresholds as a function of multiple and single set and frequency of usage of the stimulus material.** *Percept. mot. Skills*, 1955, 5, 149-154.—Tachistoscopic recognition thresholds for 40 Ss were determined for neutral and critical words as a function of suggested set and frequency characteristics. The results indicated that both variables significantly affected performance. Reinforcement was suggested as a factor influencing the effectiveness of multiple and single set and frequency.—*C. H. Ammons.*

5594. Gogel, Walter C., & Harker, George S. **The effectiveness of size cues to relative distance as a function of lateral visual separation.** *J. exp. Psychol.*, 1955, 50, 309-315.—Investigated the change in effectiveness of a size cue to relative depth as a function of the lateral separation of two differently sized playing cards using binocular and monocular vision. Found that average apparent depth increased as lateral visual separation increased. However, an equivalent change did not occur when both cards were of the same size.—*J. Arbib.*

5595. Katz, Milton S., Morris, Ailene & Dimmick, Forrest L. (USN Sub. Base, New London, Conn.) **The effects of various durations of red adaptation on the course of subsequent dark adaptation.** *USN Submar. Med. Res. Lab. Rep.*, 1954, 13(7), (No. 246), 9 p.—The use of red adaptation as a substitute for dark adaptation was evaluated

using a Hecht-Schlaer Adaptometer with a variation of the method of constant stimuli. "Thresholds were determined with 2° peripheral stimuli of .20 second duration through the course of dark adaptation. Experimental photopic-adaptation brightness were 16 footlamberts of red light for 10 minutes. Experiments yielded the following results: (1) Red adaptation results in a more rapid rate of early subsequent dark adaptation than does white light of the same brightness. (2) After 15 minutes of dark adaptation, a relatively stable level of sensitivity is reached which is only slightly affected by pre-adaptation conditions. After 30 minutes the thresholds give no evidence of differential effect. (3) No duration of red adaptation results in as low a threshold as a like duration of darkness."—*B. Kutner.*

5596. Marg, Elwin (U. California, Berkeley.), & Reeves, Johnie L. **Accommodative response of the eye of an aged cat to electrical stimulation of the ciliary ganglion.** *J. opt. Soc. Amer.*, 1955, 45, 926-928.—"A fifteen year old cat was studied in a manner similar to and compared with a previous study on a series of young cats. The ciliary ganglion was stimulated electrically with various voltages and frequencies. Accommodative response of the eye to this electrical stimulation was measured with a Rodenstock Eye-Refractometer. No obvious differences could be found in the data from the aged cat when compared with that of the young ones. Although the amplitude of accommodation of the aged cat was somewhat lower than the mean amplitude of the young cats, it was not significantly so. The equivalent human age of the animal was estimated to be 75 to 90 years. At this age man has long since lost all power of accommodation."—*F. Ratliff.*

5597. Mitchell, A. M., & Ellerbrock, V. J. (Ohio State U., Columbus.) **Fixational disparity and the maintenance of fusion in the horizontal meridian.** *Amer. J. Optom.*, 1955, 32, 520-534.—A review of the experimental work on fixational disparity is presented. The present study concerns the change in fixational disparity with prolonged stress on the fusional mechanism. A central binocular fusion target was presented, and the disparity determined by measuring, to 7.5 sec., the misalignment of two peripheral monocular targets. Prisms were used to stress the fusional mechanism. $N = 7$. "The curves of forced convergence . . . usually require a longer period for recovery than those of divergence . . . [I]t appears that fusional convergence is mediated by a different mechanism or at least controlled in a different way than fusional movements in other directions." 14 references.—*T. Shipley.*

5598. Moeller, George; Fooks, Gilbert; Sperling, Harry G., Fransworth, Dean, & Wendt, Hans-Werner. (USN Sub. Base, New London, Conn.) **Dark adaptation and the near ultraviolet.** *USN Submar. Med. Res. Lab. Rep.*, 1955, 14(8), (No. 268), 12 p.—Two studies are reported on the effects on dark adaptation on exposure to near ultraviolet light. In both studies a modified Hecht-Schlaer adaptometer was employed. Both studies reveal ". . . no reliable evidence that exposure to the near ultraviolet affects subsequent dark adaptation deleteriously." Ultraviolet and control light adaptation fields were varied in the two studies in color, spectral composition, and brightness.—*B. Kuimer.*

5599. Mueller, Conrad G., & Berger, Eda. (Columbia U., New York.) Vision. *Annu. Rev. Psychol.*, 1956, 7, 365-390.—In this review for the year ending April, 1955, there are 2 major sections on physiological mechanisms and psychophysical measurements. The former includes chemical, mechanical, and electrical activity of the visual system. The latter includes: adaptation, intermittent stimulation, color vision, movement, depth perception, size and shape, and figural after-effects. A final section covers personality and past history variables in perception. 159-item bibliography.—C. M. Louttit.

5600. Myers, Ronald E. (U. Chicago, Ill.) Interocular transfer of pattern discrimination in cats following section of crossed optic fibers. *J. comp. physiol. Psychol.*, 1955, 48, 470-473.—Following surgical transection of all crossed optic fibers, cats were trained on visual discrimination problems with one eye masked. Test trials with the mask shifted to the "trained" eye show a very high transfer of the discrimination habit. "The results illustrate a type of functional equivalence and an integration of considerable complexity between the visual mechanisms on the two sides of the brain."—L. I. O'Kelly.

5601. Pirenne, M. H., & Marriott, F. H. C. (U. Aberdeen, Scotland.) Absolute threshold and frequency-of-seeing curves. *J. opt. Soc. Amer.*, 1955, 45, 909-912.—"The simplest interpretation of the uncertainty of seeing observed at the absolute threshold is based on the theory of quantum fluctuations and assumes that in any given trial the light is seen when the retina has been acted upon by at least n quanta. When this assumption is true the frequency-of-seeing curve is a simple Poisson sum of parameter n , and the 'mean threshold intensity' . . . is very nearly equal to n ."—F. Ratliff.

5602. Rosenbloom, Alfred A., Jr. (Illinois Coll. Optometry, Chicago.) A critical evaluation of visual diagnostic materials. *Elem. Sch. J.*, 1955, 56, 27-31.—School surveys reveal that one-fourth to one-half of our school population needs visual care. The author discusses ways of identifying and assisting those who need this care. Under five headings he discusses topics in detail: (1) visual characteristics considered important; (2) characteristics evaluated by screening tests; (3) reliability and validity of screening tests; (4) interpreting test findings; and (5) problems and limitations of visual screening. He shows how refractonists must work with educators in identifying and assisting children with visual problems.—S. M. Amatora.

5603. Schaefer, Karl-Ernst, & Carey, Charles R. (USN Sub. Base, New London, Conn.) Influence of exposure to various carbon dioxide concentrations on flicker fusion frequency and alpha blocking. *USN Submar. Med. Res. Lab. Rep.*, 1954, 13 (12), (No. 251), 12 p.—It was found that the flicker fusion frequency decreased with increasing CO₂ concentrations above 3.3%, and the alpha blocking time increased correspondingly. Control experiments, in which the ventilation was increased to the level usually measured during inhalation of 5% CO₂ while the alveolar CO₂ level was kept constant by adding small CO₂ concentrations to the inspired CO₂, showed no change in alpha blocking time. This indicates that the increase in CO₂ tension, rather than the

ventilation increase, is the decisive factor in producing observed changes.—B. Kutner.

5604. Schmidt, Ingeborg. (Indiana U., Bloomington.) A sign of manifest heterozygosity in carriers of color deficiency. *Amer. J. Optom.*, 1955, 32, 404-408.—A study of 35 women, heterozygotic for red-green deficiency, revealed a general shift in their luminosity curves, despite the fact that all 35 of the subjects passed color vision chart tests. Various genotypes are suggested to explain these results.—T. Shipley.

5605. Sperry, R. W., & Miner, Nancy. (Calif. Inst. Technol., Pasadena.) Pattern perception following insertion of mica plates into visual cortex. *J. comp. physiol. Psychol.*, 1955, 48, 463-469.—Following prolonged training on a variety of visual discrimination problems, cats were carried through an operative procedure involving the implantation of thin mica plates throughout the visual areas of the cerebral cortex and underlying white matter. Subsequent retesting on visual discriminations showed no distortions of the type predictable from a field hypothesis of cortical function, but rather "scotomata of varying size and shape correlated with the location, size and shape of the lesions."—L. I. O'Kelly.

5606. Teichner, Warren H., Kobrick, John L., & Dusek, E. Ralph. (Quartermaster Research and Development Center, Natick, Mass.) Commonplace viewing and depth discrimination. *J. opt. Soc. Amer.*, 1955, 45, 913-920.—"Measures of commonplace depth discrimination were obtained at observation distances of 200, 750, and 1500 feet in an Arctic area over flat terrain. Comparisons were made with similar measures taken over four different kinds of terrain (including an airstrip) in a desert area and with similar data reported by other investigators. The results indicate that within a range of 100 to 3000 feet the standard deviation (precision) of depth discrimination is related to observation distance (D) approximately as the function, $D^{1.32}$. Within the same range the associated binocular image disparity decreases approximately as $D^{-0.65}$. It is suggested that for commonplace viewing the angle of disparity is better conceived of as a measure of relative depth acuity rather than of stereoscopic acuity. . . ."—F. Ratliff.

5607. Titeley, G. W. I. Berkeley and Helmholtz theories of space perception. *Optom. Wkly*, 1955, 46, 1823-1826; 1849-1852.—A short elementary discussion of the Berkeley and Helmholtz theories is presented.—T. Shipley.

5608. Tremaine, Donahue Leon. Motion vision perception and physical movement. *Dissertation Abstr.*, 1955, 15, 1908-1909.—Abstract.

5609. Weymouth, Frank W. (Los Angeles Coll. Optometry, Calif.) Visual acuity—an analysis of the stimulus situation. *Amer. J. Optom.*, 1955, 32, 507-519.—The stimulus situation is analyzed into adapting field and test field, with the following parameters: duration of test field appearance, luminance difference, and visual angle of test field. In addition, there are the external (distal) and internal (proximal) stimulus patterns. "Visual acuity is not a unique capacity but rests on the same stimulus conditions as . . . the differential light threshold." This has not been understood, in the past, because of the

use of visual angle to the exclusion of time and/or contrast, and the interpretation of results as sensitivities instead of thresholds. 17 references.—T. Shipley.

5610. Wilkinson, Frank Ray. The organization of the visual response. *Dissertation Abstr.*, 1955, 15, 1660.—Abstract.

5611. Wulfeck, Joseph W. (U. Rochester, N. Y.) Infrared photography of the so-called third Purkinje image. *J. opt. Soc. Amer.*, 1955, 45, 928-930.—"A brief history of the significance of the 1st and 2nd lens reflexes in physiological optics is presented and the development of photographic techniques for recording the lens reflexes is outlined. A new technique for photographing the 1st lens reflex under infrared, and hence extra-visible, illumination is detailed."—F. Ratliff.

(See also abstracts 5436, 5525, 5536, 5546, 5557, 5639, 5684, 5808, 6220, 6292, 6397, 6412)

AUDITION

5612. Glorig, Aran, & Wheeler, Douglas E. Historical record of the Wisconsin State Fair hearing survey—1954. *Noise Control*, 1955, 1(6), 19-25.—3,478 subjects were tested with pure-tone air-conduction audiometry and speech audiometry. Procedure, equipment and personnel are described. Forms used in collecting medical, social, and occupational histories are illustrated. Results of the survey will yield information on: normal auditory threshold, rural vs. urban hearing, hearing differences among factory, office and farm workers, the relation of hearing loss to noise exposure, the effect of military service on hearing, the effect of head blows on hearing, and presbycusis. It is planned to publish the results in the near future.—P. D. Coleman.

5613. Pikler, Andrew G. The diatonic foundation of hearing. *Acta psychol.*, 1955, 11, 432-445.—The author reviews Révész' two component theory of pitch perception, the work of Lorenz on the diatonic scale, and the contemporary theories inaugurated by Fletcher, as well as attempts to reform the diatonic scale. Presumably one is born "octave-conscious" and the auditory system is capable of anchoring a certain selected set of reference points with hyperfine reliability. 24 references.—G. Rubin-Rabson.

5614. Rosenzweig, Mark R., & Everett, J. Wyers. (U. California, Berkeley.) Binaural interaction at the inferior colliculi. *J. comp. physiol. Psychol.*, 1955, 48, 426-431.—Electrophysiological responses were recorded at the midbrain level in cats before and after section of the commissure of the inferior colliculi; the stimulus source was a click stimulus delivered independently to the two ears. Recording electrodes were in the inferior colliculi. Although responses in the ipsilateral and contralateral sides showed distinguishable differences in amplitude and wave form, evidence for binaural interaction came from the following findings: (1) "The response to simultaneous stimulation of the two ears is smaller in amplitude than the sum of the responses to monaural stimulation of each ear." (2) "When one ear is stimulated slightly before the other, the response to the second stimulus is modified." Severance of the commissure of the inferior colliculi did not abolish this binaural interaction.—L. I. O'Kelly.

5615. Wing, Kempton G. (USN Sub. Base, New London, Conn.) A progress report on hypoglycemia and cochlear microphonics. *USN Submar. Med. Res. Lab. Rep.*, 1954, 13(16), (No. 255), 65 p.—Cochlear microphonics of cats in response to a constant 4,000 c.p.s. to tone were continuously recorded during the progress of hypoglycemia induced by injections of regular insulin, and during the progress of correcting the hypoglycemic state by giving dextrose. When arterial carbohydrate fell below about 40 mg. % the microphonic response was reduced. This depression was largely reversed by dextrose in cases where the arterial carbohydrate did not go below 35 mg. %. The use of artificial respiration and measurements of arterial pressures, O₂, CO₂, and pH, support the view that hypoglycemia per se can produce reversible changes in the microphonic response. 54-item bibliography, 30 charts.—B. Kutner.

(See also abstracts 6219, 6423)

RESPONSE PROCESSES

5616. Ammons, C. H., & Ammons, R. B. (U. Louisville, Ky.) Motor skills bibliography: XII. *Psychological Abstracts*, 1942, Volume 16. *Percept. mot. Skills*, 1955, 5, 205-210.—In this alphabetical listing are 150 references to clinical, experimental, and theoretical work dealing with skilled performance.—J. Coulson.

5617. Ammons, R. B., & Ammons, C. H. (U. Louisville, Ky.) Motor skills bibliography: XI. *Psychological Abstracts*, 1941, Volume 15. *Percept. mot. Skills*, 1955, 5, 157-163.—150 references to work on skills, defined in a broad manner to include tasks involving motor behavior of drawing, speaking, etc., as well as the more often utilized tasks, are listed alphabetically. The number of the abstract in the *Psychological Abstracts* is given for each reference.—J. Coulson.

5618. Aschoff, J., & Meyer-Lohmann, J. Die 24-Stunden-Periodik von Nagern im natürlichen und künstlichen Belichtungswechsel. (Twenty-four hour periodicity in rodents in natural and artificial light change.) *Z. Tierpsychol.*, 1954, 11, 476-484.—Golden hamsters have one peak of activity at the beginning of darkness. Rats and mice have two peaks; for rats both are in darkness; for white mice one peak is at the beginning of darkness, the other at the beginning of the light period. No difference was found between natural and artificial light cycles.—N. M. Ginsburg.

5619. Beach, Frank A. (Yale U., New Haven, Conn.) The descent of instinct. *Psychol. Rev.*, 1955, 62, 401-410.—The concept of instinct is given a brief historical discussion with the goal of determining why it has shown so much vitality without an objective test for at least two millennia. The last part of the paper is devoted to an evaluation of the concept as it relates to a science of behavior. Topics discussed are: origins in philosophy and theology, early scientific uses, the anti-instinct revolt, current thought in psychology, genes and behavior, the meaning of genetical determination, and the ontogeny of behavior. The author concludes that when the methods of analysis that he proposes are applied to the various types of behavior called instinctive, the concept

will disappear, to be replaced by scientifically valid and useful explanations. 30 references.—E. G. Aiken.

5620. Biesheuvel, S., & Pitt, D. R. The relationship between secondary function and some aspects of speed and tempo of behaviour. *Acta psychol.* 1955, 11, 373-396.—A battery of psychomotor and perceptual tests correlates with a paired comparisons rating, serving as a criterion of secondary function, to the extent of .61. The behavior pattern to which primary-secondary function gives rise excludes such elementary aspects of speed of response as quickness of movements, but includes speed resulting from mobility and plasticity at a more discriminative level. Secondary function is shown to have wider behavioral implications than perseveration, defined in the older sense of mental inertia, and to differ conceptually from the more recent definition of perseveration as "disposition rigidity."—G. Rubin-Rabson.

5621. Bilodeau, Ina McD. Self-paced rest with variation in work loading and duration of practice. *J. exp. Psychol.*, 1955, 50, 245-248.—"Basic trainee airmen were used to explore the effects of pretest work loading and duration of pretest work on the duration of self-paced rest. Self-paced rest showed some tendency to increase with pretest work, and at each value of pretest work, the heavier of two work loadings yielded the longer rest."—J. Arbit.

5622. Bredland, Einar. The effect of sleep deprivation upon certain human activities. *Dissertation Abstr.*, 1955, 15, 1781-1782.—Abstract.

5623. Cousins, George F. (Indiana U., Bloomington.) Effect of trained and untrained testers upon the administration of grip strength tests. *Res. Quart. Amer. Ass. Hlth phys. Educ.*, 1955, 26, 273-276.—A comparative study of a test of right grip given to a group of college freshmen physical education majors by trained and untrained testers. "No statistically significant differences were found between testers, between trials, or between the interaction of trials and testers."—M. A. Seidenfeld.

5624. Cousins, George F. (Indiana U., Bloomington.) A factor analysis of selected wartime fitness tests. *Res. Quart. Amer. Ass. Hlth phys. Educ.*, 1955, 26, 277-288.—A final group of 116 college freshmen were tested on a series of 26 physical tests developed and used during W.W. II. The scores attained were analyzed by Thurston's method of factor analysis. "Four factors isolated were identified in terms of the resultant correlation between the individual test items and the factors. Isolated factors were identified with reservations as: Arm Extension Endurance, Power of Leg Extensors, Power of Hip Extensors, and Power of Thigh Flexors. Low communalities of each of the test items indicated the presence of a specific factor or factors not isolated in the study." 33 references.—M. A. Seidenfeld.

5625. Day, R. H. The effect of one component of a task upon another during skilled performance. *Aust. J. Psychol.*, 1955, 7, 14-27.—Experiments were conducted to determine the effects of a left-hand reaction time task (secondary component) on a compensatory tracking task (primary component). The secondary component produced a slight decrement in tracking scores during the trial at which it was introduced. Recovery from this effect was, however, rapid. Secondary component reaction times decreased

with increasing practice on the primary component. The hypothesis that during early primary component practice little attention is directed toward the simpler secondary component was partially verified.—P. E. Lichtenstein.

5626. Fiedler, K. Vergleichende Verhaltensstudien an Seenadeln, Schlängennadeln und Seepferdschen (Syngnathidae). (Comparative behavior studies in sea-needles, pipefish, and sea horses.) *Z. Tierpsychol.*, 1954, 11, 358-416.—In sea-needles female courtship behavior is released by the shaking of the male, which is a displacement activity derived from shaking off of ectoparasites. In the pipefish female courtship behavior is released mainly by the yellow color of the male's "pipe." In both sea-needles and sea horses gestation occurs in the brood pouch of the male. The female pipefish attaches two strings of eggs under the male's abdomen.—N. M. Ginsburg.

5627. Fraisse, P., Chambron, H., & Oléron, P. Note sur la constance et l'évolution génétique du tempo spontané moteur. (The constancy and genetic evolution of spontaneous motor rhythm.) *Enfance*, 1954, 7, 25-34.—I. The relationship between rate of tapping and age was studied by asking groups of 20-40 children, 5 to 12 years of age, to "tap on this board anyway you wish, but always in the same way." The rate accelerated from age 5 to 7, but then slowed down to an approximate plateau at ages 11 and 12. II. The constancy of spontaneous motor rhythm was investigated on 5 adults, 23-50 years old, at 6 different sessions, by means of 2 Morse keys requiring pressures of 125 and 50 grams respectively. Intra-individual variability was much less than the inter-individual. Speed of tapping was related to individual differences of subjects more than to the differential exertion required by the two experimental tasks.—E. P. Benoit.

5628. French, Elizabeth G. Some characteristics of achievement motivation. *J. exp. Psychol.*, 1955, 50, 232-236.—An independent measure of motivation and a performance test were given under three different verbally created conditions of achievement motivation: relaxed, task motivated, and extrinsically motivated. Found an increase in achievement motivation as a function of both previous motivational level and the experimental conditions, and that performance scores were more closely related to motivation scores than to the experimental conditions. Other findings regarding motivational cues and affiliation motivation are also presented.—J. Arbit.

5629. French, Gilbert M., & Harlow, Harry. (U. Wisconsin, Madison.) Locomotor reaction decrement in normal and brain-damaged rhesus monkeys. *J. comp. physiol. Psychol.*, 1955, 48, 496-501.—Normal monkeys, placed in an initially novel situation allowing locomotor response show initially high levels of activity which decay in a negatively accelerated manner. Animals with temporal lobe injuries behave in a similar manner. Monkeys with bilateral ablation of the prefrontal regions, however, show a higher rate of locomotion with a slower rate of decay and with less variability.—L. I. O'Kelly.

5630. Cross, Nathan B., Fisher, Alvin H., & Cohn, Victor H. (Lehigh U., Bethlehem, Pa.) The effect of a rachitogenic diet on the hoarding behavior of rats. *J. comp. physiol. Psychol.*, 1955, 48, 451-455.—White and hooded rats fed on rachitogenic

diets for varying periods of time were tested in a situation where they could hoard pellets made up of normal dietary constituents or pellets of the rachitogenic composition. Although short periods of dietary inadequacy (20 days) produced no marked hoarding differences, a 40 day regimen produced preference for normal pellets in 17 of 18 animals. Return to a normal diet resulted in a decrease in the preference for hoarding normal pellets.—L. I. O'Kelly.

5631. Heinze, Helmut. (U. Kiel, Germany.) *Die Eignung des Psycho-Galvanischen Hautreflexes zur objektiven Erfassung eines Ermüdungsvorganges.* (Adaptability of the psycho-galvanic skin reflex for the objective measurement of fatigue.) *Psychol. Beitr.*, 1955, 2, 98-127.—Following preliminary base line measurements, subjects were asked to count the number of sounds in a given series. Errors in counting were considered an indication of fatigue. It was noted that the "time slope" decreases with an increasing frequency of mistakes. Experiments with varied drug stimulants are also reported. The apparatus is described in detail. 21 references. English and French summaries.—H. P. David.

5632. Hess, E. H. (U. Chicago, Ill.) *Comparative psychology.* *Annu. Rev. Psychol.*, 1956, 7, 305-322.—Review of literature for the year ending May, 1955, on behavior studies on animals in which the organism is being studied and not used only as a convenience for studying a behavior process. The major section headings are: sensory processes and learning, orientation, unlearned behavior organization, genetics and hoarding, social behavior, effects of early experience. 79-item bibliography.—C. M. Louttit.

5633. Hoffmann, K. *Versuche zu der im Richtungsfinden der Vögel enthaltenen Zeitschätzung.* (Experiments on the time sense used in direction-finding by birds.) *Z. Tierpsychol.*, 1954, 11, 453-475.—"Three starlings were trained to compass directions and then exposed to an 'artificial day' in which the periods of light and darkness were shifted. . . . The birds when tested chose a direction that was altered to a degree corresponding to the artificial manipulation of day and night, thus conclusively demonstrating a shift of the internal clock."—N. M. Ginsburg.

5634. Holland, James Gordon. *An experimental test of the general drive concept.* *Dissertation Abstr.*, 1955, 15, 1914.—Abstract.

5635. Koegel, A. *Vom Öffnen von Türen durch Tiere.* (Opening of doors by animals.) *Z. Tierpsychol.*, 1954, 11, 495-496.—Three cats and a horse would not open a door for food or sex, but only (different individuals) to reach a companion, a litter, or in response to the "begging" of their companions.—N. M. Ginsburg.

5636. Korotkin, I. I., & Suslova, M. M. *O nekotorykh osobennostiakh vzaimodeistviia signal'nykh sistem v gipnoze i postgipnoticheskom sostoianii.* (On several features of the interaction of the signal systems in hypnosis and the posthypnotic state.) *Zh. vyssh. nervn. Deiatel'*, 1955, 5(4), 511-519.—In some subjects hypnotic suggestion is "reflected equally in the activity of the first and second [Pavlovian] signal systems"; in others, there is "more reflection in one system than the other" with "final reflection predominantly in one of them." "Unequal reflection of hypnotic suggestion in the signal systems is to be

observed in the posthypnotic state and in subjects in the second phase of hypnosis." These findings may be "significant for psychotherapy."—I. D. London.

5637. Landiss, Carl W. (A. & M. Coll. Texas, College Station.) *Influence of physical education activities on motor ability and physical fitness of male freshmen.* *Res. Quart. Amer. Ass. Hlth phys. Educ.*, 1955, 26, 295-307.—The effects of eight physical education activities on physical fitness and motor ability scores were studied on 1,031 male first semester freshmen. The results give evidence that tumbling-gymnastics and conditioning were not effective in developing the abilities measured by the physical fitness test and tumbling-gymnastics and wrestling made a maximal contribution to the abilities measured by the motor ability test.—M. A. Seidenfeld.

5638. Leiser-Eggert, Anneliese. (Grellingerstr. 44, Basel, Switzerland.) *Methodische und statistische Untersuchungen zum Problem der Lateralisation.* (Methodological and statistical investigations of laterality.) *Z. exp. angewand. Psychol.*, 1954, 2, 239-267.—After a survey of the literature on laterality (left-right handedness, dominance of one eye, foot), results of investigations of the author are presented. Groups of children from kindergarten, elementary schools, special classes for children of subnormal intelligence, and children with emotional problems were tested (total N = 474). No significant differences with regard to handedness were found between any two of these groups. Each of these groups contained 50-60% right-handed, 20-25% left-handed children, and 20-25% of children with mixed laterality. Age, sex, intelligence, and psychiatric condition were not found to be related to dominance of either hand, eye, or foot. 16 references. English and French summaries.—J. H. Bruell.

5639. Levine, Jacob. (VA Hosp., West Haven, Conn.) *Consensual pupillary response in birds.* *Science*, 1955, 122, 690.—Observations of pigeons following light stimulation suggest that "... what has appeared to be a consensual pupillary reflex in the bird is, in fact, nothing but the reaction of the pupil to the direct stimulation of light passing through the head." Further "... support for this conclusion has been obtained from observations on the owl. The visual axes of the owl are nearly parallel, and the projection of a beam of light directly upon one eye does not permit the light to pass through the head in the direction of the opposite eye. No consensual pupillary contraction whatsoever can be seen in the owl."—S. J. Lachman.

5640. Linschoten, J. (U. Utrecht, Holland.) *Über das Einschlafen. I. Einschlafen und Erleben.* (On going to sleep. I. Going to sleep and experiencing.) *Psychol. Beitr.*, 1955, 2, 70-97.—The author offers a phenomenological approach to the process of falling asleep. Instead of considering it a dissociation from waking consciousness, phenomenologists analyze the altered relationship between the individual and his world. Darkness and silence are viewed as motivating situational factors, i.e. making the world silent. 64 references. English and French summaries.—H. P. David.

5641. McConnell, R. A., Snowdon, R. J., & Powell, K. F. (U. Pittsburgh, Pa.) *Wishing with dice.* *J. exp. Psychol.*, 1955, 50, 269-275.—"Approximately 170,000 dice were 'thrown' by 393 previ-

ously untested persons to determine whether dice are influenced by 'wishing.' Two-thirds of these dice were automatically photographed within a totally enclosing motor-driven cage operated by E. The total score was not significantly different from chance expectation. However, in the manner anticipated from the work of earlier Es, the rate of scoring declined over the data page with a chance probability of .002.—J. Arbit.

5642. Maltzman, I., Smith, W. M., & Brooks, L. O. Some effects of different training conditions and manifest anxiety upon target tracking. *Percept. mot. Skills*, 1955, 5, 185-191.—The authors reported that Ss having a relatively large number of target hits had significantly lower anxiety scores. Target speed during practice was significantly related to proficiency in shifting to the new target. Ss receiving practice in tracking a relatively slow target shifted to pursuit of the new target more rapidly than Ss receiving practice in the pursuit of a fast target. Duration of practice in tracking a single target was unrelated to proficiency in shifting to a new target under the present experimental conditions.—C. H. Ammons.

5643. Meyer-Holzappel, Monika. Unsicherheit und Gefahr im Leben höherer Tiere. (Uncertainty and danger in the life of higher animals.) *Schweiz. Z. Psychol. Anwend.*, 1955, 14, 171-194.—This study is not concerned with the nature of anxiety in higher animals but with the visible effects of various danger situations upon them. The reactions to such non-specific stimuli are described as suddenness, the unknown, quick movement, size and loud sounds. Among the more specific stimuli are considered the enemy, threat from a member of the same species, the sight of a man and changes of the milieu. There are situations in which no observable stimuli seem to be present and where one has to assume internal ones. The danger situations and reactions in higher animals correspond closely to those in man. 30 references. English and French summaries.—K. F. Muenzinger.

5644. Niebuhr, Herman, Jr. Muscle action potential patterns as a function of practice and task-centering in a simple reaction time experiment. *Dissertation Abstr.*, 1955, 15, 1916.—Abstract.

5645. Nystrom, C. O., & Grant, D. A. (U. Wisconsin, Madison.) Performance on a key pressing task as a function of the angular correspondence between stimulus and response elements. *Percept. mot. Skills*, 1955, 5, 113-125. (Monogr. Suppl. 1.)—5 groups of 18 Ss matched 2- or 4-light patterns, which differed between groups in that the stimulus light display took angular orientation relative to a fixed horizontal set of keys of 0°, 45° 90°, 135°, and 190° counter clockwise. After 9 blocks of 25 matches Ss were shifted to a 4- or 2-light pattern. Results showed that (1) stimulus light orientation was a significant variable; (2) 2-light patterns were matched faster; (3) positive transfer was greater from 4- to 2-light problems; and (4) there was a significant interaction between stimulus light orientation and the number of lights per pattern during the first 9 blocks of patterns.—C. H. Ammons.

5646. Obias, Mariano Dy-Liacco. Maternal behavior of hypophysectomized gravid albino rats and the development and performance of their

progeny. *Dissertation Abstr.*, 1955, 15, 1917.—Abstract.

5647. Payne, Robert P. (USAF Sch. Aviat. Med., Randolph AFB, Tex.), & Hauty, George T. Factors affecting the endurance of psychomotor skill. *J. Aviat. Med.*, 1955, 26, 382-389.—"A brief survey of the authors' work on the methodology, predictability, and counteraction of work decrement in a task involving complex psychomotor skill has been presented. Suitable methods for the study of work decrement relevant to aircraft piloting have been standardized. The predictability of individual susceptibility to work decrement, although not yet fully explored, shows some promise of realization. Among several factors for which supportive properties had been hypothesized, only cerebral stimulants could be said so far to have arrested work decrement."—J. M. Vanderplas.

5648. Precht, H., & Lindenlaub, E. (U. Kiel, Germany.) Über das Heimfindevermögen von Säugetieren. I. Versuche an Katzen. (Homing ability in mammals: I. Experiments with cats.) *Z. Tierpsychol.*, 1954, 11, 485-494.—Cats at a distance from their home were put in the center of a maze with 24 exits around its periphery. Percentage of choices in the homeward direction varied inversely with distance from home, dropping to chance at 12 km.—N. M. Ginsburg.

5649. Ramsay, Robert S. Fatigue as a function of situational variables—an experimental study of some non-energetic factors in the phenomenon of tiring. *Dissertation Abstr.*, 1955, 15, 1659.—Abstract.

5650. Rawson, K. S. (Harvard U., Cambridge, Mass.) Sun compass orientation and endogenous activity rhythms of the starling (*Sturnus vulgaris* L.). *Z. Tierpsychol.*, 1954, 11, 446-452.—Two starlings were trained to approach the food dish at a certain angle to the sun. "The birds indicated the training direction when tested during the time of day when they had been trained. When tested at another time of day, the birds chose directions intermediate between training direction and the direction having the same angle to the position of the sun as at the time of training. . . . One bird continued a 24-hour pattern of activity under constant conditions (light, sound, temperature) for a period of two weeks."—N. M. Ginsburg.

5651. Rensch, B., & Altevogt, R. Zählung und Dressurleistungen indischer Arbeitselefanten. (Taming and training performances of Indian work elephants.) *Z. Tierpsychol.*, 1954, 11, 497-510.—Elephants can react to 21-23 different verbal commands. "Indian elephants use branches and twigs to chase away flies from those parts of their body that cannot be reached by their trunk."—N. M. Ginsburg.

5652. Rockett, F. C. (Michigan State U., E. Lansing.) A note on "An experimental test of an alleged innate sign stimulus" by Hirsch, Lindley, and Tolman. *Percept. mot. Skills*, 1955, 5, 155-156.—Report of an informal study of Tinbergen's sign stimulus for fear in chickens is presented (see 30: 4032). It is concluded that fearfulness seems to be a function of breed, conditions of living (wild vs. domesticated), and stimulus intensity. Frequency and shape do not seem to be significant.—C. H. Ammons.

5653. Schleidt, M. Untersuchungen über die Auslösung des Kollerns beim Truthahn (*Meleagris gallapavo*). (Investigations on the releasing of gobbling in the turkey-cock.) *Z. Tierpsychol.*, 1954, 11, 417-435.—"The gobbling of the turkey-cock is a consummatory act; it belongs to a special sub-drive of the general reproductive drive." Gobbling may be released by any sound which stands out above the background noise. The stimulus-specific raising of the gobbling threshold brought about by repeated stimulation is probably localized in the afferent structures. Weather conditions may raise the threshold, probably by acting on higher centers.—N. M. Ginsburg.

5654. Scott, M. Gladys. (U. Iowa, Iowa City.) Measurement of kinesthesia. *Res. Quart. Amer. Ass. Hlth. phys. Educ.*, 1955, 26, 324-341.—An initial sample of 100 college women were given a group of 28 measures of kinesthesia selected on the basis of their face validity plus two measures of motor ability. A second sample of 70 additional college women were given 15 of the original tests plus a single new additional test. The results attained showed that no individual test was sufficiently highly related to the criteria employed to warrant its use alone as a measure of kinesthesia. Several combinations of tests appear to have a validity value satisfactory for further use. It was concluded that kinesthesia is composed of a series of special functions rather than a general capacity. 25 references.—M. A. Seidenfeld.

5655. Sidman, Murray. (Walter Reed Army Med. Center, Washington, D. C.) Technique for assessing the effects of drugs on timing behavior. *Science*, 1955, 122, 925.—"White rats, deprived of water for 22.5 hours, were placed in a small chamber containing a lever and a mechanism for automatic delivery of a small drop of water." At first each lever depression produced water reinforcement; later "... reinforcement was contingent on lever presses spaced at least 21 seconds apart." Drug-produced general excitatory or depressive effects may alter the rate of lever pressing. A figure summarizing the effects of two relatively large doses of *dl*-amphetamine sulfate is presented. The utility of this technique for generating and measuring timing behavior is discussed.—S. J. Lachman.

5656. Stone, Calvin P., & Mason, William A. (Stanford U., Calif.) Effects of hypophysectomy on behavior in rats: III. Thermoregulatory behavior. *J. comp. physiol. Psychol.*, 1955, 48, 456-462.—Male albino rats, hypophysectomized at 35 days of age, built significantly better nests under conditions of lowered room temperature than did normal controls. "It is assumed that superior nesting is indirectly instigated by deficiency in heat production resulting chiefly from loss of the thyro- and adrenotropic hormones." The hypophysectomized rats, tested for position preferences in a runway whose ends varied markedly in temperature, preferred the warm end significantly more than did the controls. This was regarded as being in harmony with the nesting results, and was interpreted as "compensatory behavior in hypophysectomized rats whose mechanism for heat production has been impaired."—L. I. O'Kelly.

5657. Thanga, M. N. An experimental study of sex difference in manual dexterity. *J. Educ. &*

Psychol., Baroda, 1955, 13, 77-86.—No work has been done on women with regard to their manual skill in India previously. 45 men and 50 women chosen at random from the laborers' register of the Government Silk Factory, at Mysore, comprised the technical group. The nontechnical group consisted of 60 men and 60 women students at Maharaja's College. Subjects took the following tests: Eye Board, Minnesota Manual Dexterity, Two Hand Coordination, Precision. Not much difference was found between the men and women in the technical group. In the nontechnical group the women surpassed the men in almost all the dexterity tests.—D. Lebo.

5658. Thass-Thienemann, Theodore. Left-handed writing. *Psychoanal. Rev.*, 1955, 42, 239-261.—Lefthandedness and all speech activities are psychosomatic and accessible to psychoanalytic interpretation. The left hand is equated with the female principle and motherhood. To write with the left hand is to sow into the holy field of the mother. 39 references.—D. Prager.

5659. Valenstein, Elliot S., Riss, Walter, & Young, William C. (U. Kansas, Lawrence.) Experimental and genetic factors in the organization of sexual behavior in male guinea pigs. *J. comp. physiol. Psychol.*, 1955, 48, 397-403.—Male guinea pigs of inbred and heterogenous strains were reared in isolation or in social contact with females or males. Results of sexual tests show: (1) "contact with other animals has an organizing action on the development of the copulatory pattern of the male guinea pig," (2) that this influence may act at an early age, (3) that strain differences in age of emergence of sexual behavior and intensity of sexual excitement exist, (4) that strain differences cannot be compensated by administration of exogenous hormones, and (5) that contact with male or female is sufficient to organize the copulatory pattern. 19 references.—L. I. O'Kelly.

5660. Wagner, H. O. Massenansammlungen von Weberknechten in Mexiko. (Aggregations of shepherd-spiders in Mexico.) *Z. Tierpsychol.*, 1954, 11, 349-352.—In the dry season *Leiobunum cactorum* aggregate in the branches of Candelabra cactuses, and obtain moisture from the transpiration of the plant. "The first shepherd-spiders seem to find this favorable place by trial and error, but once some of them have accumulated, they attract more and more others by their smell."—N. M. Ginsburg.

5661. Wagner, H. O. Nestbaurythmus einer mexikanischen Töpferwespe aus der Gattung *Trypoxylon*. (Nest-building rhythm of the Mexican mason wasp, *Trypoxylon*.) *Z. Tierpsychol.*, 1954, 11, 353-357.—"Each female builds two to five tubes adhering longitudinally to each other, each of which contains several cells, one for every egg." Each tube is built in 3 days: (1) outer wall, (2) tube lining, (3) cell partitions, paralyzed spiders, and eggs. "Considerable weather differences between the three days impair the functional harmony between the three phases of activity."—N. M. Ginsburg.

5662. Wells, Philip V. (Prudential Insurance Co. of America, Newark, N. J.) Emotions in fitness tests. *Res. Quart. Amer. Ass. Hlth phys. Educ.*, 1955, 26, 358-362.—A method for "estimating the emotional factors in flarimeter tests on athletes, by ana-

lyzing an index of responses to standard stimulus" is presented.—*M. A. Seidenfeld.*

(See also abstracts 5497, 5798)

COMPLEX PROCESSES AND ORGANIZATIONS

5663. Cardno, J. A. The notion of 'attitude': an historical note. *Psychol. Rep.*, 1955, 1, 345-352.—A discussion of the pre-experimental "ancestors" of attitude resulted in the pointing out of similarities with present day concepts, emphasis on directionality as an important aspect, and a growing tendency toward more precise definition.—*C. H. Ammons.*

5664. Crandall, Vaughan J. (*Antioch Coll., Yellow Springs, O.*) An investigation of the specificity of reinforcement of induced frustration. *J. soc. Psychol.*, 1955, 41, 311-318.—Projective pictures and criteria for and ratings of freedom of movement in story response were developed to test these hypotheses: "(a) frustration of behaviors in a given pathway will result in decreased freedom of movement in that pathway, (b) such frustration will result (generalize) in decreased freedom of movement in other pathways related to the same need as the pathway frustrated, and (c) such frustration will not result (generalize) in decreased freedom of movement" in unrelated need pathways. Experimental results supported these hypotheses. 20 references.—*J. C. Franklin.*

5665. Feldman, Harold. The illusions of work. *Psychoanal. Rev.*, 1955, 42, 262-270.—All productive and creative work is the invention of women and perhaps essentially feminine. Work originated as punishment for illicit sexual activity. Erotic and aggressive feelings are discharged in work. Productive work is incest in the unconscious. It would be impossible without a full identification with the pre-oedipal father who weans us from mother and sleeps with her. Manual labor contains elements of anal sadism and masturbation. More intellectual labor contains more elements of oral masochism and feminine identification. Psychic success consists in parricide and incest committed in sublimated or pre-oedipal forms, thereby minimizing guilt.—*D. Prager.*

5666. Forwald, H. (*Box 4611, Ludvika, Sweden.*) A study of psychokinesis in its relation to physical conditions. *J. Parapsychol.*, 1955, 19, 133-154.—In tests for a psychokinetic (PK) effect upon the placement of moving cubes, groups of objects with different degrees of surface roughness were released together. The experimenter, acting as his own subject, "willed" them to come to rest in the target half of the table. In one series the use of smooth and medium-rough cubes yielded chance results; in another, a statistically significant difference was found between smooth and very rough cubes. The results are evaluated in terms of the equivalent physical energy required to produce the effect and the psychological factors involved.—*J. G. Pratt.*

5667. Levine, A. S. (*Bureau of Naval Personnel, Washington, D. C.*) 'Perseveration' or 'the central factor.' *Psychol. Rep.*, 1955, 1, 247-265. (Mongr. Suppl. 5.)—On the basis of the work reported in his first monograph (see 30: 2317), Levine concluded that the perseveration concept has potentially great

theoretical and practical importance in psychology and other behavior sciences. In the present monograph, he develops in detail the somewhat more general concept of the "central factor," and demonstrates its usefulness in understanding phenomena of personality, ability and learning.—*C. H. Ammons.*

5668. Nesbit, Frank Ford. Language, meaning, and reality. New York: Exposition Press, 1955. 181 p. \$3.00.—A study of symbolism in such diverse spheres as the dream, myth, folklore, wit, graphic art, history, politics, and mathematics. The general problem of meaning is discussed in several chapters. "God, nature, mind, matter, cause have as their referents large parts or aspects of reality as a whole. . . . They are part of reality. . . . Reality is all that exists." But reality has two realms; one is that of physical things, the other is that of words, symbols, ideas, imaginings, etc.—*J. B. Carroll.*

5669. Schpoont, Seymour Hirsh. Some relationships between task attractiveness, self-evaluated motivation, and success or failure. *Dissertation Abstr.*, 1955, 15, 1788-1789.—Abstract.

5670. Vinacke, W. Edgar, & Fong, Roberta Wat. (*U. Hawaii, Honolulu 14.*) The judgment of facial expressions by three national-racial groups in Hawaii: II. Oriental faces. *J. soc. Psychol.*, 1955, 41, 185-195.—In judging Oriental facial expressions, Japanese, Chinese and Caucasian college students used a check list of 32 emotions for each of 28 pictures. Two versions of each picture were judged, one showing only the face and the other showing the "face in its situational context." Although "there is more agreement on facial expression under the Situation condition . . . than under the Face alone condition," "from a practical standpoint, the three National-racial groups do not differ very much in their judgment of facial expression."—*J. C. Franklin.*

(See also abstract 5422)

LEARNING & MEMORY

5671. Applezweig, M. H., & Baudry, F. D. (*Connecticut Coll., New London.*) The pituitary-adrenocortical system in avoidance learning. *Psychol. Rep.*, 1955, 1, 417-420.—Two studies are reported comparing the performance of hypophysectomized and intact rats in avoidance conditioning. The hypothesis that an intact pituitary-adrenal system is necessary for avoidance learning was not confirmed, although it was found that interruption of this system (by hypophysectomy) did interfere with the acquisition of avoidance responses, and sham-restoration of the system by exogenous administration of ACTH appeared to improve conditioning somewhat.—*C. H. Ammons.*

5672. Asratian, E. A. Novoe o bezuslovnom i uslovnom refleksakh. (New [developments] on the unconditioned and conditioned reflex.) *Zh. vyssh. nervn. Deiatel.*, 1955, 5(4), 480-491.—New data concerning the "physiology of the unconditioned and conditioned reflexes" are presented. These deal primarily with the problem of the "corical representativity of the unconditioned reflexes and with several features of the formation and functioning of the conditioned connection" and are held to provide new factual support for the author's earlier theorizations.—*I. D. London.*

5673. Atkinson, Richard Chatham. An analysis of rote serial position effects in terms of a statistical model. *Dissertation Abstr.*, 1955, 15, 1655.—Abstract.
5674. Baru, A. V. Dvigatel'nye uslovnye refleksy na tsepi razdrzhitel'ev u krolikov. (Conditioned motor reflexes to chains of stimuli in rabbits.) *Zh. vyssh. nervn. Deiatel'*, 1954, 4(5), 712-723.—Conditioned reflexes to chain-stimuli are developed in rabbits after 14 to 40 combinations. Differentiations can also be developed where one or more components of the chain of stimuli have been varied.—*I. D. London.*
5675. Beam, Jerome Christopher. Serial learning and conditioning under real-life stress. *Dissertation Abstr.*, 1955, 15, 1893-1894.—Abstract.
5676. Bevan, W., & Dukes, W. E. (U. California, Davis.) The effectiveness of delayed punishment on learning performance when preceded by premonitory cues. *Psychol. Rep.*, 1955, 1, 441-448.—Rats, trained to expect shock following onset of a tone, learned a light-dark discrimination problem in a Y-maze. Performance of none-cue rats (no tone) did not show the usual temporal gradient of reinforcement. Cue groups did not perform according to the immediacy principle, but when punishment was delayed, learning tended to be more efficient. Results are discussed in terms of a curvilinear relationship between anxiety level and performance efficiency.—*C. H. Ammons.*
5677. Bierbaum, William Baylor. Temporal aspects in conditioning the galvanic skin response. *Dissertation Abstr.*, 1955, 15, 1655.—Abstract.
5678. Birch, David. (U. Michigan, Ann Arbor.) Discrimination learning as a function of the ratio of nonreinforced to reinforced trials. *J. comp. physiol. Psychol.*, 1955, 48, 371-374.—Using a black-white discrimination problem with rats, different ratios of forced non-reinforced and reinforced trials to the negative and positive cues respectively, it was found that a ratio of 8/8 was optimal for the given conditions. Significant differences were found for both latency and frequency of correct choice on the first free-choice day. The two measures were correlated .71, giving support to Hull's assumptions relating the two to reaction potential.—*L. I. O'Kelly.*
5679. Brender, Myron. Strength of secondary reinforcement as a function of both the frequency and the amount of primary reinforcement. *Dissertation Abstr.*, 1955, 15, 1655-1656.—Abstract.
5680. Buchwald, Alexander M., & Yamaguchi, Harry G. (Indiana U., Bloomington.) The effect of change in drive level on habit reversal. *J. exp. Psychol.*, 1955, 50, 265-268.—"Using a correction procedure, four groups of rats were trained to run a T maze to a criterion of 10 out of 12 correct responses and were then trained to reverse the direction of the response. The Ss ran under either 1.5 or 20.5 hr. of water deprivation. At the start of reversal learning the deprivation interval was shifted for two groups but left unchanged for the other two groups. The results indicate that reversal learning is more rapid under high drive. The discrepancy between this result and results obtained in studies where drive level is defined by scores on the Taylor anxiety scale and the theoretical implications of this discrepancy are discussed."—*J. Arbil.*
5681. D'Amato, Michael R. (New York U.) Secondary reinforcement and magnitude of primary reinforcement. *J. comp. physiol. Psychol.*, 1955, 48, 378-380.—Rats were given 70 trials in a straight alleyway under 23 hour food deprivation; 35 trials were rewarded with high reward (5 food pellets) and 35 with low reward (1 pellet) in discriminably different goal boxes. When non-rewarded test trials were run on a T maze with the high reward box on one side and the low reward on the other, it was found that the mean number of responses to the high reward side was significantly greater. "It was concluded that, where one secondary reinforcer is pitted against another, the amount of primary reward with which each derived reinforcer was previously correlated is an important variable determining the relative strength of the secondary reinforcers."—*L. I. O'Kelly.*
5682. Denny, M. R., & Greenway, W. E. (Mich. State U., E. Lansing.) Recall and intentional vs. incidental learning. *Percept. mot. Skills*, 1955, 5, 140.—Using a design similar to one of Saltzman's, 40 Ss sorted 32 numbered cards into 4 categories. The data showed that the recall measure was able to demonstrate the slight effect of extra practice time when the recognition measure did not.—*C. H. Ammons.*
5683. Deutscher, Clifford. Leveling and sharpening as manifested in discrimination learning, threshold and problem solving behavior. *Dissertation Abstr.*, 1955, 15, 1656.—Abstract.
5684. Edgington, Eugene Sinclair. Interocular transfer with control for conjugate eye movement. *Dissertation Abstr.*, 1955, 15, 1656-1657.—Abstract.
5685. Estes, W. K. (Indiana U., Bloomington.) Learning. *Annu. Rev. Psychol.*, 1956, 7, 1-38.—Review for the period May 1954 to 1955 of the literature on learning with a selection of contributions "which both exemplify the major contemporary trends in the development of learning theory and its interplay with empirical research." Major divisions are: theories and models, reinforcement and extinction, drive, S-R analysis of human learning, retention and transfer, and learning theory and related disciplines. 194-item bibliography.—*C. M. Louttit.*
5686. Estes, W. K., & Schoeffler, M. S. (Indiana U., Bloomington.) Analysis of variables influencing alternation after forced trials. *J. comp. physiol. Psychol.*, 1955, 48, 357-362.—Albino rats were given a series of forced-choice trials in a T maze under a number of specific conditions, and were then tested for alternation behavior. The forced trials were conducted in such a manner as to separately control differential stimulus and response variables. Alternation was significantly above chance when differential response variables were absent, but was at a chance level in the absence of differential stimulus variables. If a series of test trials are given, the alternation tendency rapidly extinguishes. "It was concluded that alternation following forced trials does not depend upon response-associated variables, but is a function of repetitive exposure to particular stimulus conditions."—*L. I. O'Kelly.*
5687. Fankhauser, G., Vernon, J. A., Frank, W. H., & Slack, W. V. (Princeton U., N. J.) Effect of size and number of brain cells on learning in larvae of the salamander, *Triturus viridescens*.

Science, 1955, 122, 692.—"The purpose of this study was to test the suggestion that the smaller number and/or larger size of the brain cells of the triploid salamander larvae may affect their learning ability. The learning task was that of a simple position habit in a Y-maze." Results indicate "... that the triploids without exception took more trials and made more errors than the diploids in order to reach criterion." "It is not possible to decide at this time whether the difference in learning ability between diploid and triploid salamanders is connected with the difference in the total number of neurons and connections in the brain or with difference in size of individual neurons."—S. J. Lachman.

5688. Gavrilova, L. N. Vliianie sverkhshil'nogo postoronnego razdrzhitelia na dvigatel'nye uslovnye refleksi. (Influence of a very intense extraneous stimulus on conditioned motor reflexes.) *Zh. vyssh. nervn. Deiatel'*, 1954, 4(5), 699-704.—"The application of a very intense stimulus during pauses between positive conditioned reflexes leads as a result to the formation of an inhibitory conditioned reflex to this stimulus."—I. D. London.

5689. Ghent, Lila; Weinstein, Sidney; Semmes, Josephine, & Teuber, Hans-Lukas. (N.Y.U.-Bellevue Med. Center, New York.) Effect of unilateral brain injury in man on learning of a tactual discrimination. *J. comp. physiol. Psychol.*, 1955, 48, 478-481.—Using 36 patients with unilateral penetrating brain injury and a control group of 19 patients with leg injuries, tactual discrimination problems were learned with the ipsilateral and contralateral hands. Results indicate normal learning with ipsilateral hand and severely impaired learning with contralateral hand of the experimental group. This effect was independent of sensory defect or lobe injured. "These data emphasize the importance, for some learning, of that hemisphere which receives the main projections from the stimulated surface."—L. I. O'Kelly.

5690. Gibson, James J., & Gibson, Eleanor J. (Cornell U., Ithaca, N. Y.) What is learned in perceptual learning? A reply to Professor Postman. *Psychol. Rev.*, 1955, 62, 447-450.—This is a reply to Professor Postman's critique (see 30: 5713) of the Gibsons' theory. The main point of disagreement concerns the authors' belief that Postman does not avoid the problems inherent in the associationistic position by ridding it of phenomenal experience and relating it to S-R connections. It is held that Postman's position leaves him with the problem of whether perceptual learning is a change in the attachment of responses to stimuli or an increase in the specificity of responses to stimuli.—E. G. Aiken.

5691. Gloye, Eugene. (U. Nebraska, Lincoln.) Learning as a function of contexts differentiated through antecedent value experience. *J. exp. Psychol.*, 1955, 50, 261-264.—Obtained evidence relating to the hypothesis that learning neutral material in value contexts is different from learning neutral material in neutral contexts. Found that items appearing in neutral contexts were learned more quickly than items appearing in value contexts, irrespective of whether the value was positive or negative. Findings support the principle of value interference rather than either the need-reduction or emphasis principles.—J. Arbib.

5692. Goodson, Felix E., & Brownstein, Aaron. (U. Missouri, Columbia.) Secondary reinforcing and motivating properties of stimuli contiguous with shock onset and termination. *J. comp. physiol. Psychol.*, 1955, 48, 381-386.—The investigation was designed to test the hypothesis that stimuli contiguous with pain termination will acquire secondary reinforcing properties. Rats were shocked in a box of one color (black or white) and allowed to escape into a box of the other color. They were then divided into two groups and tested by allowing them choice between either a neutral box and the shock box or a neutral box and the escape box. Choice of the former escape box was significantly predominant, and supports the hypothesis.—L. I. O'Kelly.

5693. Goodwin, W. Richard. A test of the continuity hypothesis in discrimination learning. *Dissertation Abstr.*, 1955, 15, 1913-1914.—Abstract.

5694. Goodwin, W. Richard, & Lawrence, Douglas H. (Stanford Univ., Calif.) The functional independence of two discrimination habits associated with a constant stimulus situation. *J. comp. physiol. Psychol.*, 1955, 48, 437-443.—Pigmented rats were trained in a discrimination situation offering black-white and high hurdle-low hurdle tasks. The training sequence involved systematic training on one of the tasks and random presentation of the other, in the order: brightness, black positive and hurdles, high positive; for third and subsequent training periods, one group continued on this plan, another group learned with reversal of positive cues (white for black, low for high). Subgroups in each group received varying numbers of over-learning trials from 0 to 100. After division of the groups, that with the reversal of cues showed significantly poorer learning; over-learning effects were marked only for the 100-trial group. Theoretical implications are discussed, and the outcome of the experiment is "interpreted as opposed to the continuity hypothesis."—L. I. O'Kelly.

5695. Greenfield, N. (U. Massachusetts, Amherst.) Increased and decreased intensities of lights as consequences of choices in the simple T-maze. *Psychol. Rep.*, 1955, 1, 353-358.—The performance of 18 rats showed that responses followed by a decrease or which avoided an increase in light intensity were strengthened. Results were consistent with Miller's view that only a decrease in stimulating intensity serves to reinforce the stimulus-response associations, but could also be interpreted within Guthrie's point of view.—C. H. Ammons.

5696. Harcum, Eugene Rae. Exploration and learning in a three-dimensional maze by rats with restricted experience in one dimension. *Dissertation Abstr.*, 1955, 15, 1657-1658.—Abstract.

5697. Harlow, Harry F., Schlitz, Kenneth A., & Settlege, Paul H. (U. Wisconsin, Madison.) Effect of cortical implantations of radioactive cobalt on learned behavior of rhesus monkeys. *J. comp. physiol. Psychol.*, 1955, 48, 432-436.—Cortical irradiation by radioactive cobalt placed at either the surface of the frontal or of the temporal lobes (dosage 4000 or 8000 r. at 5 mm. from source) produced immediate total loss of a delayed-response, two-trial discrimination and crossed-strings tests. Recovery is gradual but usually complete by 20 days from time of implantation. Surgical ablation immediately after

irradiation did not alter the learning loss or subsequent recovery.—L. I. O'Kelly.

5698. Heistad, Gordon T. (U. Chicago, Ill.) An effect of electroconvulsive shock on a conditioned avoidance response. *J. comp. physiol. Psychol.*, 1955, 48, 482-487.—Male albino rats trained to avoid shock by moving forward to another section of a circular alleyway on reduction of illumination intensity and a control group similarly treated save for the shock reinforcement were subjected to 14 electroconvulsive shock treatments. Retention tests showed reduction of general activity in the control group and attenuation of conditioned avoidance in the experimental group. Assuming that conditioned avoidance is mediated by fear, the results are accounted for "in terms of changes in fear stimuli associated with changes in hypothalamic and autonomic activity and in terms of drive changes resulting from ECS."—L. I. O'Kelly.

5699. Hopkins, Charles Owen. (U. Illinois, Urbana.) Effectiveness of secondary reinforcing stimuli as a function of the quantity and quality of food reinforcement. *J. exp. Psychol.*, 1955, 50, 339-342.—Different groups of rats received different degrees and qualities of food reinforcement on a black-white discrimination for entering the white box. They were then trained on a single-unit T maze to run to the white box with no food present. Although the white box acquired secondary reinforcing properties, the effectiveness of the secondary reinforcement did not vary as a function of the quantity and quality of the food reinforcement.—J. Arbit.

5700. Kendall, Edward Lynd. The relationship of serial learning and retention to anxiety level and the emotional quality of stimulus words. *Dissertation Abstr.*, 1955, 15, 1915.—Abstract.

5701. Khananashvili, M. M. Differentsirovanie polozhitel'nykh uslovnykh razdrzhitel'ei, podkrepliaemykh odnorodnymi bezuslovnymi razdrzhitel'iami. (Differentiation of positive conditioned stimuli, reinforced by similar unconditioned stimuli.) *Zh. vyssh. nervn. Deiatel'*, 1955, 5(4), 565-573.—"Differentiation of two close acoustic positive conditioned stimuli, reinforced separately by similar unconditioned stimuli (meat-sugar powder and milk-water mixture), is possible." Differentiation to within $\frac{1}{4}$ tone is attainable. Dogs, exhibiting a "weak type of higher nervous activity," arrive at the differentiation slowly with frequent disturbances of higher nervous activity as the two tones near each other; those, exhibiting a "strong type of higher nervous activity with predominance of the excitatory process over the inhibitory," arrive at the differentiation quickly.—I. D. London.

5702. Kosman, Mary Ellen, & Gerard, R. W. (U. Illinois, Coll. Med., Chicago.) The effect of adrenaline on a conditioned avoidance response. *J. comp. physiol. Psychol.*, 1955, 48, 506-508.—Male albino rats were taught a conditioned avoidance response and were then tested after receiving (a) 0.6 mg./100 gm. adrenalin in oil, or (b) 0.4 mg./100 gm. dibenzylamine plus 0.6 mg./100 gm. adrenalin. The adrenaline group showed a sharp decrease in frequency of conditioned avoidance, a result prevented by the dibenzylamine. The decremental effect of the adrenalin was ascribed to its general systemic weakening effects on the animals.—L. I. O'Kelly.

5703. Kurtz, Kenneth H. (Yale U., New Haven, Conn.) Discrimination of complex stimuli: the relationship of training and test stimuli in transfer of discrimination. *J. exp. Psychol.*, 1955, 50, 283-292.—"From a theoretical analysis of discrimination learning in terms of implicit observing responses it was predicted that transfer of discrimination training from one task to a second task would be positive when the stimuli employed were distinguished by the same property in both tasks, and that transfer would be negative when the stimuli were distinguished by different properties in the two tasks." The results of this study confirmed these predictions.—J. Arbit.

5704. Lacy, Osborne Wilson. On the effect of cue consistency in place learning based on compound discriminations. *Dissertation Abstr.*, 1955, 15, 1915-1916.—Abstract.

5705. Leukel, Francis Parker. The effect of electroconvulsive shock and pentothal anesthesia on maze learning and retention. *Dissertation Abstr.*, 1955, 15, 1658.—Abstract.

5706. Livson, Norman H., & Krech, David. (U. California, Berkeley.) Dynamic systems, rote learning, and retroactive inhibition. *J. Pers.*, 1955, 24, 2-19.—It was assumed (1) that rote learning (RL) and retroactive inhibition (RI) were in part a function of cortical conductivity and (2) that kinesthetic aftereffects (KA) provided a measure of the conductivity. It was then tentatively hypothesized that RL and KA were integrated. It was found that RL and magnitude of KA were positively correlated (.32) and that RI and KA were positively correlated when retention was measured either by recall (.35) or recognition (.32). The data support the hypothesis. 9 references.—M. O. Wilson.

5707. Mackintosh, Irene. (U. Oklahoma, Norman.) The resistance to extinction of responses acquired under irregular conditions of learning. *J. comp. physiol. Psychol.*, 1955, 48, 363-370.—The relation of irregular schedules of reinforcement, varying numbers of manipulanda, and differing drive-reduction conditions to the resistance of acquired responses to extinction was investigated. Irregularity in reinforcement conditions and in manipulanda conditions resulted in greater resistance to extinction; irregularity in drive reduction conditions had no effect on extinction.—L. I. O'Kelly.

5708. Mishkin, Mortimer, & Pribram, Karl H. (Inst. of Living, Hartford, Conn.) Analysis of the effects of frontal lesions in monkeys: I. Variations of delayed alternations. *J. comp. physiol. Psychol.*, 1955, 48, 492-495.—Monkeys with lesions of the frontal granular cortex showed severe impairment of learning ability on problems requiring right-left alternation, up-down alternation or "go, no-go" respond or not respond type of response to a single stimulus object. Correct responses in the latter problem rose to above-chance levels, but only after a longer series of trials than were necessary for control animals. The experimenters suggest that some factor in addition to delay is needed to explain the impairment on delayed-response tasks shown by animals with frontal lesions.—L. I. O'Kelly.

5709. Noll, John Owen. An investigation of the relation of anxiety to learning and retention. *Dissertation Abstr.*, 1955, 15, 1916-1917.—Abstract.

5710. Palermo, David Stuart. Proactive interference and facilitation as a function of amount of training and motivational level. *Dissertation Abstr.*, 1955, 15, 1658-1659.—Abstract.

5711. Pastore, N. (*Queens Coll., Flushing, N. Y.*) Discrimination and delayed response learning in the canary. *Psychol. Rep.*, 1955, 1, 307-315.—Four experiments dealing with the canary's capacity to learn the oddity problem, the isolated stimulus problem, and delayed response problems are reported. Results of the first pair are interpreted as supporting a perceptual point of view. The results of the third confirm this interpretation and supply evidence that the canary is able to "search" for the rewarding odd stimulus. The fourth experiment gives information on the complexity of a delayed response which the canary can learn and on the length of retention.—C. H. Ammons.

5712. Polan, Allen. The influence of rigidity on transfer in verbal learning. *Dissertation Abstr.*, 1955, 15, 1904.—Abstract.

5713. Postman, Leo. (*U. California, Berkeley.*) Association theory and perceptual learning. *Psychol. Rev.*, 1955, 62, 438-446.—"We have examined two contrasting approaches to the problem of perceptual learning—traditional associationism and the specificity hypothesis of Gibson and Gibson, which ascribes all perceptual learning to the increasing effectiveness of stimulus variables. The case for the associationistic position has been reaffirmed, and the adequacy of the specificity formulation has been questioned."—E. G. Aiken.

5714. Razran, G. (*Queens Coll., Flushing, N. Y.*) Partial reinforcement of salivary CR's in adult human subjects: preliminary study. *Psychol. Rep.*, 1955, 1, 409-416.—Salivary CR's were established in 16 Ss to a flashing triangle of lights. Number of reinforcements, spacing of trials, knowledge of results, and amount of practice were varied. Partial reinforcement led to greater resistance to extinction. Other differences were observed for each of the variables. Three independent variables are held to contribute to the greater efficacy of partial reinforcement: less over-reinforcement, less massed reinforcement, and pure partial reinforcement. Two new theoretical formulations are offered.—C. H. Ammons.

5715. Restle, Frank, & Beecroft, Robert S. Anxiety, stimulus generalization, and differential conditioning: a comparison of two theories. *Psychol. Rev.*, 1955, 62, 433-437.—An analysis is made of some recent experimental material relating differential conditioning to anxiety within the frameworks of Hull-Spence and Bush-Mosteller models. By means of indices of relative differentiation, anxious and non-anxious subjects are shown to be equivalent from the standpoint of either theory. With the support of some additional assumptions, both theories can predict this outcome.—E. G. Aiken.

5716. Riopelle, A. J. (*Emory U., Ga.*) Rewards, preferences and learning sets. *Psychol. Rep.*, 1955, 1, 167-173.—This report combines and reanalyzes data obtained in two previously-reported experiments, designed to evaluate the effects of different ways of denoting the correct stimulus object on Trial 1 in a series of 250 object-quality discrimination problems. 24 naive rhesus monkeys participated. Results indicated (a) that initial choice was the most important

determiner of response on Trials 2 through 6, and (b) that food reward acquired distracting properties and interfered with correct performance. To account for this latter effect it was suggested that reward-securing responses compete with observation responses directed toward the test stimuli.—C. H. Ammons.

5717. Saltzman, I. J., Kanfer, F. H., & Green-spoon, J. (*Indiana U., Bloomington.*) Delay of reward and human motor learning. *Psychol. Rep.*, 1955, 1, 139-142.—The effect of delaying reward on the speed of human motor learning was investigated. The learning task was drawing 5 consecutive 3-in. lines while blindfolded. Ss were 3 groups of 30 students. Information about the accuracy of performance was provided immediately after each line was drawn for the Ss in Group I. The information was delayed for 10 sec. for Group II and 20 sec. for Group III. No significant differences between the group medians were found. The possible roles of secondary reward and work decrement were pointed out.—C. H. Ammons.

5718. Scharlock, Donald P. (*Roosevelt U., Chicago, Ill.*) The role of extramaze cues in place and response learning. *J. exp. Psychol.*, 1955, 50, 249-254.—Using various combinations of visual and kinesthetic extramaze cues found (1) that response learning is superior to place learning, (2) the Tolman, Ritchie, and Kalish attempt to separate place and response learning tends to obscure the rate of acquisition of kinesthetic habits, and (3) place and response performance are both based upon learned discriminations; the cues supporting the former are primarily visual, for the latter primarily proprioceptive. These findings are related to those reported by other workers in this area.—J. Arbit.

5719. Sidman, Murray. Some properties of the warning stimulus in avoidance behavior. *J. comp. physiol. Psychol.*, 1955, 48, 444-450.—Using a procedure involving no exteroceptive warning, avoidance behavior (escaping electric shock by lever-pressing) was conditioned in rats and cats. After establishment of rate and temporal distributions under these conditions, an exteroceptive warning signal was introduced. The warning signal increased the probability of shock avoidance response, and in the case of the rats, facilitated development of a temporal discrimination. "This discrimination eventually acquires a degree of control over behavior which, under some conditions, may actually surpass that exercised by the stimulus."—L. I. O'Kelly.

5720. Stanley, W. C., & Clayton, Frances L. (*Brown U., Providence, R. I.*) An experimental test of Weinstock's hypothesis concerning the effect of partial reinforcement on extinction. *Psychol. Rep.*, 1955, 1, 421-424.—The inference, from Weinstock's hypothesis, of greater resistance to extinction after training with partial reinforcement was not confirmed, but performance during extinction was influenced by extinction conditions. Somewhat better performance was associated with immediate removal from the goal box. But, if prior training was with delayed removal, continuation of this condition during extinction led to reliably better performance.—C. H. Ammons.

5721. Stone, C. P., & Obias, M. D. (*Stanford U., California.*) Effects of hypophysectomy on be-

havior in rats: II. Maze and discrimination learning. *J. comp. physiol. Psychol.*, 1955, 48, 404-411.—Male rats hypophysectomized at ages of 15, 30 and 35 days were significantly inferior in their performance on the latter two-thirds of their trial series on a 13-unit water maze. There were no differences between the various hypophysectomized groups. "The principal unresolved question is whether hypophysectomy causes a real deficit in ability or merely impairs maze performance through some as yet undiscovered kind of motivational disturbance."—L. I. O'Kelly.

5722. Struchkov, M. I. Uslovnoreflektornoe perekliuchenie raznorodnykh uslovykh refleksov. (Conditioned-reflex switching of different conditioned reflexes.) *Zh. vyssh. nervn. Deiatel'*, 1955, 5(4), 545-554.—Three clearly expressed phases are noted in the development of "simultaneous conditioned-reflex switching" of two different conditioned reflexes. It is concluded that "under conditions of switching inhibition is localized in the elements of the structure of the conditioned connection, and not in the center of the conditioned reflex or in the cortical representative of the unconditioned reflex."—I. D. London.

5723. Thompson, R., & Bryant, J. H. (Louisiana State U., Baton Rouge.) Memory as affected by activity of the relevant receptor. *Psychol. Rep.*, 1955, 1, 393-400.—20 rats were given 20 massed trials on a horizontal-vertical discrimination problem after which half were placed in a dark room for a period of 48 hr., while the others were placed in a lighted room. Following the rest period, all Ss were given further training. Post-rest learning scores for Ss which were given interpolated dark experience were superior to those for Ss given interpolated light experience. Results were not due to differential general activity during the rest period.—C. H. Ammons.

5724. Thompson, Robert, & Dean, Waid. (Louisiana State U., Baton Rouge.) A further study of the retroactive effect of ECS. *J. comp. physiol. Psychol.*, 1955, 48, 488-491.—After training on a vertical-horizontal visual discrimination problem, groups of male albino rats were given ECS at 10 sec., 2 min., 1 hr., or 4 hr. after reaching learning criterion. After a two-day interval all groups relearned the discrimination. Results indicated significant memory deficit in all groups but the 4-hr.; the latter did not differ from normal controls. Implications for physiological basis of memory are discussed.—L. I. O'Kelly.

5725. Troshikhin, V. A., & Makarenkov, A. N. Metodika issledovaniia uslovnoreflektornoi deiatel'nosti shcheniat v rannem ontogeneze. (Method of investigation of conditioned-reflex activity of puppies in early ontogenesis.) *Zh. vyssh. nervn. Deiatel'*, 1954, 4(5), 724-727.—Method and apparatus are described for the objective study of the formation and development of conditioned reflex activity in puppies whether taken singly for experimental purposes or in a litter.—I. D. London.

5726. Waddell, Dickens; Gans, Susan; Kempner, Phyllis, & Williams, Ann. (Vassar Coll., Poughkeepsie, N. Y.) A comparison of place and response learning in very young rats. *J. comp. physiol. Psychol.*, 1955, 48, 375-377.—Rats 24 days of age at the start of training were run on an elevated

double-T maze under either place or response conditions to a criterion of mastery. The place learners showed significantly fewer trials to achieve the criterion. It is concluded that very young rats find it easier to utilize extramaze cues than to develop turning tendencies which would require them to ignore such cues.—L. I. O'Kelly.

5727. Webb, W. B. (U. S. Nav. Sch. Aviation Med., Pensacola, Fla.) Drive stimuli as cues. *Psychol. Rep.*, 1955, 1, 287-298.—The author reviewed the experimental data on drives (hunger-thirst manipulations in the rat) as cues for learned responses. He concludes that learning does occur, with some difficulty, but the extent to which drive stimuli serve as cues varies. At best the role is limited.—C. H. Ammons.

5728. Wyckoff, L. Benjamin, & Sidowski, Joseph B. (U. Wisconsin, Madison.) Probability discrimination in a motor task. *J. exp. Psychol.*, 1955, 50, 225-231.—Studied the effect of intermittent reinforcement on human performance. Unlike previous studies in this area did not find that response percentages approached the stimulus percentages. "Our interpretation includes the notion that the decreased tendency to interpret the task as a guessing or problem-solving task eliminates certain factors which otherwise interfere with the approach to an optimal solution. These factors are related to past experience with guessing and problem solving."—J. Arbib.

(See also abstracts 5437, 5497, 5520, 5530, 5561, 6083)

THINKING & IMAGINATION

5729. Callantine, Mary F., & Warren, J. M. (U. Oregon, Eugene.) Learning sets in human concept formation. *Psychol. Rep.*, 1955, 1, 363-367.—The purpose of this study was comparison of concept formation under single and multiple-problem conditions. The data showed that where there was one pattern per concept, repeated 20 times, Ss made fewer errors and where there were 20 different patterns per concept, repeated once, performance was poorest. The latter group, however, showed greatest transfer proficiency.—C. H. Ammons.

5730. Carey, Gloria Louise. Reduction of sex differences in problem solving by improvement of attitude through group discussion. *Dissertation Abstr.*, 1955, 15, 1912.—Abstract.

5731. Cole, David. (Occidental Coll., Los Angeles, Calif.) "Rational argument" and "prestige-suggestion" as factors influencing judgment. *Sociometry*, 1954, 17, 350-354.

5732. Dietze, Doris. (U. Washington, Seattle.) The facilitating effect of words on discrimination and generalization. *J. exp. Psychol.*, 1955, 50, 255-260.—One group of preschool children learned similar sounding names in a concept formation task while a second group learned different sounding names. Utilizing four measures of learning found that the different-names group learned faster than the similar-names group.—J. Arbib.

5733. Grace, H. A., & Armstrong, Eugenie A. (Grinnell Coll., Iowa.) Problem-solving simplicity and 'rigidity.' *Psychol. Rep.*, 1955, 1, 369-370.—

Unless stimulus characteristics are controlled in rigidity experiments, responses interpreted by *E* as "rigid" may in fact be the simplest and most adaptive. Analysis of a study by Goodstein showed that his anagram word lists varied with respect to frequency of use of the words and complexity of anagram solution.—*C. H. Ammons.*

5734. Heglin, Howard James. Problem solving set in different age groups. *Dissertation Abstr.*, 1955, 15, 1648.—Abstract.

5735. Henle, Mary. Some effects of motivational processes on cognition. *Psychol. Rev.*, 1955, 62, 423-432.—"The attempt has been made to describe the ways in which motivational processes alter cognitive ones in accordance with the nature of the material on which they act. It was suggested that needs and attitudes may act by pointing or sensitizing, organizing and reorganizing, selecting, supplying context, arousing relevant memory traces, arousing expectations, discouraging the desire to understand, obscuring differences, disturbing the recognition process, altering the physiognomic properties of experience, and animating or enlivening aspects of experience. In addition, strength of motivation may influence performance on perceptual or other cognitive tasks without producing actual cognitive change." 55 references.—*E. G. Aiken.*

5736. Johansson, Rune E. A. (*U. Lund, Sweden.*) Level preference as a variable in concept formation. *J. Educ. & Psychol.*, Baroda, 1955, 13, 60-72.—14 men and 28 women were given a verbal card sorting test to determine their predominant level of concept formation. In addition, they took parts of the WB, Rorschach, Rosenzweig, Lüscher Test, Cattell's Personality Factor Questionnaire in Swedish translation, and parts of his Perseveration and Fluency Tests. The traits most closely related to preference for high concept levels were: introversion, productivity, resoluteness, independence, radical attitude, and inferiority feelings.—*D. Lebo.*

5737. Küppers, Waltraut. (*Wiederholdstr. 22, Kassel-Wilhelmshöhe, W. Germany.*) Geistige Taetigkeit und galvanisches Phaenomen. (Higher mental processes and galvanic skin response.) *Z. exp. angewand. Psychol.*, 1954, 2, 291-320.—The paper presents an attempt to analyze records of the galvanic skin response obtained from *Ss* engaged in various intellectual activities such as calculating, defining words, searching for hidden figures, etc. Three basic types of GSR curves were found to prevail: a stepwise ascending curve, a horizontal wavy curve, and a descending curve. The first curve seemed to be correlated with concentrated intellectual activity, the second curve appeared when *S* showed heightened emotional involvement while attempting to solve a problem, the third curve was characteristic of complete relaxation or lack of concentration. 33 references. English and French summaries.—*J. H. Bruell.*

5738. McGrath, Joseph Edward. A study of phenomenal resolution of experimentally induced strain in cognitive structures. *Dissertation Abstr.*, 1955, 15, 1666.—Abstract.

5739. Maslow, Albert R. (*Catholic U. America, Washington, D. C.*) The effect of prefrontal lobotomy upon abstract behavior. *J. clin. Psychol.*, 1955, 11, 407-409.—"The present study was under-

taken to test the hypothesis that prefrontal lobotomy causes an impairment in the ability to form concepts, and that the degree of impairment is proportionate to the level of abstractness of the concept. The subjects consisted of 40 chronic schizophrenics, of whom 16 received the Standard Freeman-Watts Prefrontal Lobotomy. The remaining 24 were used as controls. All subjects were given a modified version of the Holsopple Concept Formation Test before and three months after the operation period. Statistical analyses were made to determine whether there were significant differential changes in the performance of the operated group. No significant differences between the groups were found."—*L. B. Heathers.*

5740. Mayzner, Mark S., Jr., & Tresselt, M. E. (*New York U.*) Concept span as a composite function of personal values, anxiety, and rigidity. *J. Pers.*, 1955, 24, 20-33.—The data were obtained by use of the A-V-L Study of Values, Taylor's Scale of Manifest Anxiety, Wesley's Rigidity Scale, and concept check lists with 124 *Ss*. The results indicated that personality and motivational variables such as personal values, anxiety, and rigidity were influenced by such cognitive processes as concept span. 12 references.—*M. O. Wilson.*

5741. Rhine, Ramon J. The effect on problem solving of success or failure as a function of cue specificity. *Dissertation Abstr.*, 1955, 15, 1918-1919.—Abstract.

5742. Richardson, Jack. Retention of concepts as a function of the degree of original and interpolated learning. *Dissertation Abstr.*, 1955, 15, 1919.—Abstract.

5743. Saugstad, Per. (*U. Oslo, Norway.*) Problem-solving as dependent on availability of functions. *Brit. J. Psychol.*, 1955, 46, 191-198.—"Eighty-five college students were set a modified version of Maier's candle problem. For 57 of these subjects the problem was preceded by an availability test. In this test nothing was mentioned of the problem itself, but the objects later to be used in it were presented one by one and the subject instructed to list all the possible 'functions' which the objects might serve. By this technique, a group of 13 subjects was obtained who, in advance of the problem situation, had given evidence that the necessary 'functions' were available. All 13 subjects later solved the problem. Of the subjects who did not indicate that the necessary 'functions' were available only 58% solved the problem." "... these results are interpreted to mean that a subject will solve any problem if he has available the necessary 'functions' and that it is not the difficulty of combining these 'functions' which renders a problem insolvable for a particular subject."—*L. E. Thune.*

5744. Semne, Lelia R. M., & Warren, J. M. (*U. Oregon, Eugene.*) Proactive facilitation of performance on the Wisconsin Card Sorting Test. *Psychol. Rep.*, 1955, 1, 433-436.—Five groups of 20 *Ss* were given the WCST after several kinds of prior training with its Oregon modification. 4 experimental groups worked to the same criterion, but they differed in the number of shifts between conceptual categories experienced: 0, 1, 2, or 5. The control group received no pretraining. The control and 0-shift groups made significantly more, and the 5-shift group significantly fewer errors on the transfer task than the 1- and 2-shift groups. The results are in-

terpreted as indicating that the groups which were required to shift concepts frequently on the training task developed a set to shift, which facilitated performance.—C. H. Ammons.

5745. Stüllwold, Fritz. (U. Göttingen, Germany.) *Experimentelle Untersuchungen über die Rolle des Einfalles im Denkprozess.* (An experimental investigation concerning the part played by sudden insight in thinking.) *Z. exp. angewand. Psychol.*, 1954, 2, 175-207.—The thought process leading to problem solutions was divided into two major phases: a phase characterized by sudden insight, and a phase where progress is slow and S does not experience insight. Ss were presented with many problems, and their performance on each test was related to their performance on each other test. Consistent individual differences were established with some Ss performing consistently better during the insight phase, other Ss getting consistently higher scores during the phase without insight. 20 references. English and French summaries.—J. H. Bruell.

5746. Swartz, P. (Hobart Coll., Geneva, N. Y.) *Stimulus evolution in problem solving behavior: an interbehavioral analysis.* *Psychol. Rep.*, 1955, 1, 425-432.—Two patterns of problem solving behavior were observed as characteristic of Ss. A significantly greater number of Ss sorting first sorted perfectly. It was concluded: (1) When objects sharing a prominent common property are responded to differentially, localized stimulus functions are not easily evolved. (2) The functional equivalence resulting from interacting nondifferentially with objects having a common property tends to promote a localized stimulus function. (3) Implicit stimulus evolution is more prominently involved in the development of insightful behavior.—C. H. Ammons.

5747. Walk, R. D., & Wellin, F. (Cornell U., Ithaca, N. Y.) *A response board for group experiments in problem solving and concept formation.* *Psychol. Rep.*, 1955, 1, 335-338.—An apparatus is described for group experiments in problem solving or concept formation of the type where S arrives at a correct solution after a series of correct and incorrect choices. The apparatus preserves the individual pattern of responses made by each S. It is inexpensive, easy to construct, and the response sheets used for experimentation can be reproduced on ordinary mimeograph paper.—C. H. Ammons.

(See also abstracts 5439, 5440, 5800, 5801, 5806, 6237)

INTELLIGENCE

5748. Heim, A. W. (U. Cambridge, Eng.) *Adaptation to level of difficulty in intelligence testing.* *Brit. J. Psychol.*, 1955, 46, 211-224.—"The hypothesis was advanced that test subjects tend, unwittingly, to adapt to the level of difficulty of their test items." Groups of college graduate and undergraduate students and of U. S. Air Force basic trainees were administered special tests in which identical problems were presented in contexts of varying degrees of difficulty. "Evidence of immediate adaptation to level of difficulty was found [within the college student group] when a comparison was made of the scores gained on difficult questions in an easy context and a difficult context, respectively."

"Moreover, identical difficult problems were solved more often (by equated subjects) when they appeared in their harder context."—L. E. Thune.

(See also abstract 5817)

PERSONALITY

5749. Beirnaert, Louis. *Le "moi" dans la tradition spirituelle et dans la psychanalyse freudienne.* (The "ego" in the spiritual tradition and in Freudian psychoanalysis.) *Jb. Psychol. Psychother.*, 1955, 3, 245-250.—Reflection on Freud's words concerning the ego as well as changes occurring in psychoanalysis make it important to distinguish the "I" from the "me" aspect of the ego. Ordinarily the "me" aspect is inseparable from the active realization of the "I" aspect, but when fixated in a particular form, it represents a "resistance" to active immediate "I" experience. During the course of psychoanalysis, the alienated "me" is liberated by the analyst's authentic address. French spiritual writers like Pascal and Fenelon show recognition of this alienation of the "me" which it is possible to dissolve through the encounter of the "I" with the Divine.—E. W. Eng.

5750. Bodenheimer, Ronald. *Über das psychische Agens.* (The psychic agent.) *Psyche, Heidel.*, 1955, 9, 390-398.—It is extremely difficult to separate the contributions of constitution and environmental agents to the formation of personality. However, it is possible to study the individual psychic "susceptibility" or "agent" of a person through which his surroundings play a part in the formation of his personality. In this interplay a particular person's susceptibilities are disclosed by external influences, while on the other hand certain kinds of influences are especially suited for bringing out particular personality features. It is likely that the real factors underlying a faulty attitude can never be determined with certainty.—E. W. Eng.

5751. Bower, Eli M., & Tashnovian, Peter J. *Q methodology: an application in investigating changes in self and ideal self in a mental health workshop.* *Calif. J. educ. Res.*, 1955, 6, 200-205.—A 76-item Q sort was made, with respect to self and ideal self, by 75 persons starting in a mental health workshop, by 28 starting in a guidance workshop, and by 34 in a class in research methods. Some two weeks later the sorts were repeated. Relationships were computed among all plausible sorts. The mental health workshop group showed the greatest change in self: "self did not appear to have changed more than ideal self"; and "self and ideal self (for the two workshop groups) became more congruent." The movement in the self sorts was interpreted as being "in general toward increased 'perceptual-centeredness.'"—T. E. Newland.

5752. Brodsky, Carroll M. (Catholic U. America, Washington, D. C.) *A study of norms for body form-behavior relationships.* *Anthrop. Quart.*, 1954, 27, 91-101.—This study posed 2 questions concerning body form-behavior relationships: (1) "Do socio-cultural norms or expectations exist for the behavior of individuals possessing certain body forms?" (2) "If such norms do exist, in what do they exist?" Silhouettes of human figures constructed on the basis of Sheldon's typology were presented to 125 college

students together with 50 personality traits. The students matched particular traits with particular body-forms. The complex of traits emerging were as follows: (1) to the mesomorph were ascribed the most desirable traits; (2) to the ectomorph traits indicative of personality maladjustment; and (3) to the endomorph traits indicative of weak character.—*R. M. Frumkin.*

5753. **Buytendijk, F. J. J.** *Die dynamische Begründung der weiblichen Existenz.* (Fundamental dynamics of female existence.) *Jb. Psychol. Psychother.*, 1955, 3, 170-185.—Detached observation of persons enables scientifically valuable constructions of personality theory. Empathic observation of others however enables a grasp of characteristic styles of human movement. Observations of males and females from infancy show that males tend more to develop self-assertive thrusting movements, while females display more of an adaptive type of movement, sensitive to surrounding conditions. Thus male and female bodies offer possibilities for the expression of contrasting kinds of personality tendencies in the lives of human males and females, whatever the fate of these possibilities in the historic experience of the emerging person.—*E. W. Eng.*

5754. **Caruso, Igor A.** *Ausblick auf eine Tiefenpsychologie der Person.* (Outlook for a depth psychology of the person.) *Jb. Psychol. Psychother.*, 1955, 3, 269-271.—The Brussels symposium on "the person" evidenced remarkable unity among its diverse participants. Three main types of emphases appear in the presented papers: the dialogical, the structural-genetic, and the symbolic orientation of the Vienna Circle. Prospectively, this symposium suggests an "open" viewpoint beyond classical psychoanalytic doctrines and doctrinaire existentialist personality psychology.—*E. W. Eng.*

5755. **Cattell, Raymond B.** (*U. Illinois, Urbana.*) The chief invariant psychological and psychophysical functional unities found by P-technique. *J. clin. Psychol.*, 1955, 11, 319-343.—With the development of high speed electronic computers factor analytic techniques will play an increasingly important role in clinical research. Because of the value of this approach, the author discusses which of his postulated unitary traits appear supported by research findings. He presents a table giving "Universal Index" symbols for seven "general psycho-somatic factors" and for seven "motivational, ergic, and sentiment factors." 67-item bibliography.—*L. B. Heathers.*

5756. **Dowling, Betty.** (162 Oak St., Floral Park, N. Y.) Some personality factors involved in tolerance and intolerance. *J. soc. Psychol.*, 1955, 41, 325-327.—Based on attitude measures of tolerance and clinical interviews it is found in a sample of high school students that "very tolerant and very intolerant persons tended to be nervous or neurotic, to display conflicts of some sort, and that those whose scores clustered around the mean tended to be normal individuals in general." Data from the school psychiatrist showed that 30% of each of the very tolerant and very intolerant groups but only 5% of the middle group had been previously referred for counseling.—*J. C. Franklin.*

5757. **Fisher, Seymour** (*Houston V. A. Hosp., Tex.*), & **Fisher, Rhoda Lee.** Application of

rigidity principles to the measurement of personality disturbance. *J. Pers.*, 1955, 24, 86-93.—The hypothesis to be tested was that optimum personality adjustment is associated with the ability to be less rigid in dealing with ego-involving situations than with peripheral or non-ego-involving situations. The tests used included rigidity tests and the Ss included 51 normals and 32 alcoholics. The results were summarized thus: "When the Ss were classified in terms of ratio of central to peripheral rigidity, normals and alcoholics were again significantly different. The alcoholic Ss show greater relative rigidity under more demanding and stressful 'free' test conditions. When the normal group was further differentiated into those with stable and unstable work records, and the alcoholic group was divided into Ss with and without a history of delirium tremens, similar trends were noted which support the general hypothesis, but which are not statistically significant."—*M. O. Wilson.*

5758. **Getzels, J. W., & Guba, E. G.** (*U. Chicago, Ill.*) Role conflict and personality. *J. Pers.*, 1955, 24, 74-85.—The study made use of Air Force personnel and certain personality factors in the Guilford-Martin GAMIN and STDCR scales and in the Rosenzweig P-F Study. The results indicated that "... the personality which has been termed conflict-prone was found to be less masculine, less free from feelings of inferiority and nervousness, more socially and mentally introverted, more depressed, and more cycloid than the conflict-immune personality as these factors are measured by the Guilford-Martin; more inclined to authoritarian aggression and ethnocentrism, as measured by the E-F Scales; and tending toward extrapunitive and ego defensiveness as against impunitiveness, intropunitiveness, and need persistence as measured by the Rosenzweig." 10 references.—*M. O. Wilson.*

5759. **Groen, J.** De mens als psycho-somatische totaliteit van reactiepatronen. (Man as a psychosomatal totality of reaction patterns.) *Ned. Tijdschr. Psychol.*, 1955, 10, 187-223.—Personality is defined as "the more or less harmonically integrated whole of reaction patterns, which have developed from certain innate reaction mechanisms, in the first place by developmental processes which are related to growth and maturation." This personality reacts to the environment in a way which is considered healthy if the individual succeeds in realizing his fundamental urges without considerable conflict with his environment. In some individuals, however, disturbances occur, which may predispose to neurotic or psychosomatic disturbances, and which originate in disturbances in the early phases of development. It is considered to be the task of future research, "to deepen the scientific and the anthropological view on man in health and illness, and to correlate and harmonize both points of view as much as possible." 47-item bibliography.—*R. H. Houwink.*

5760. **Hills, John R.** (*Educ. Test. Serv., Princeton, N. J.*) The measurement of levels of aspiration. *J. soc. Psychol.*, 1955, 41, 221-229.—"An inventory involving four areas of goal-striving, economic, social, academic, and professional, was devised and administered along with a typical goal-discrepancy measure of level of aspiration to a sample of college students." Results show that "level of

aspiration is not the same in all areas of goal-striving, and that the goal-discrepancy measure . . . does not measure the same variable or variables that are measured by the inventory." The "inventory technique promises to provide a reliable and valid means of measuring the levels of aspiration which are important in the process of counseling and guidance."—J. C. Franklin.

5761. Jourard, Sidney M., & Remy, Richard M. (Emory U., Ga.) **Perceived parental attitudes, the self, and security.** *J. consult. Psychol.*, 1955, 19, 364-366.—Using the Maslow Test of Psychological Security-Insecurity the authors conclude that "self-appraisals covary with a person's perception or belief concerning his parents' appraisals of him; whether the self-appraisals vary with the real parental appraisals of the individual is still an open question, but one which could be investigated empirically . . . (and) negative self-appraisal, and perceived negative parental appraisals of the body and self, are correlates of psychological insecurity."—A. J. Bachrach.

5762. Kapp, Franz. **Zum Begriff und zur etymologischen Ableitung des Wortes Person.** (The concept and etymology of the word "person.") *Jb. Psychol. Psychother.*, 1955, 3, 294-300.—The frequently adduced derivation of the word "person" from "persona" and "per-sonare" is incorrect according to modern philology. "Person" has been traced back to the Etruscan "phersu," meaning "a demon of the underworld." This word then underwent the following changes of referent: a dead human in the underworld, the figure of a "phersu" in a masked procession, a human being generally, and finally the mask itself. The interpretations of "persona" as "mask" through which one can "per-sonare" represent secondary accretions of meaning via folk etymology.—E. W. Eng.

5763. Laszlo, Carl. **Kurze Schicksalsanalyse eines Freundeskreises.** (Brief "destiny analysis" of a group of friends.) *Acta psychol. psychosom. orthopaedagog.*, 1955, 3, 242-250.—On the basis of Szondi's "analysis of destiny" the author shows that 34 members of a group belonged to the paroxysmal urge circle. On the other hand, the same studies lead the author to doubt Szondi's assumption of the decisive part played by the genotropic factor in the selection of the object. English and French summaries.—G. Rubin-Rabson.

5764. Lepine, Louis T. (Catholic U. America, Washington, D. C.), & Chodorkoff, Bernard. **Goal setting behavior, expressed feelings of adequacy, and the correspondence between the perceived and ideal self.** *J. clin. Psychol.*, 1955, 11, 395-397.—30 hospitalized veterans, half of whom were NP cases, Q-sorted 125 items to measure the perceived self. They were then given a code-deciphering level of aspiration task on which the same performance scores were reported to all. The next day they re-sorted the items to describe the ideal self. To measure feelings of adequacy items were selected from the 125 statements with the aid of 5 judges. The adequacy score correlated .70 with the correlations found between the perceived and the ideal self sorts. No correlation was found between the level of aspiration D scores and either adequacy or the perceived vs. ideal self correlations. The correspondence between per-

ceived and ideal self was not significantly related to this difference score.—L. B. Heathers.

5765. Levitt, E. E., & Zelen, S. (State U. Iowa, Iowa City.) **An investigation of the water-jar extinction problem as a measure of rigidity.** *Psychol. Rep.*, 1955, 1, 331-334.—93 Ss participated in two experiments designed to determine the relationship between performance of critical- and extinction-type water-jar problems involving Einstellung. Statistically significant positive relationships were found between scores on the two kinds of problems, but not between scores on extinction problems and measured ethnocentrism. It was concluded that (1) there is no relationship between the alleged rigidity scores based on behavior with water-jar problems and ethnocentrism, and (2) contrary to positions taken by Taylor and McNemar and by Luchins, critical- and extinction-type water-jar problems do measure the same thing to a certain extent.—C. H. Ammons.

5766. McClelland, David C. (Wesleyan U., Middletown, Conn.) **Personality.** *Annu. Rev. Psychol.*, 1956, 7, 39-62.—A review of literature to April 1955 in the broad area of personality with major selections: methodological and theoretical considerations, traits, schemas and values, and motives. 154-item bibliography.—C. M. Louttit.

5767. Mundy-Castle, A. C. **The electroencephalogram in relation to temperament.** *Acta psychol.*, 1955, 11, 397-411.—A significant correlation exists between secondary function, a temperament variable, and frequency of Alpha rhythm in the EEG. Alpha rhythm may act as a scanning generator and there may be a central timing device assisting in the coordination of efferent and afferent signals. Secondary Function is related to an overall central nervous excitability characteristic. 56 references.—G. Rubin-Rabson.

5768. Nuttin, Joseph. **Über den dynamischen Aspekt der Persönlichkeit.** (Concerning the dynamic aspect of personality.) *Jb. Psychol. Psychother.*, 1955, 3, 160-170.—Neither the derivation of human motives from biological and infantile needs, nor the separation of adult personality needs from the earlier needs does justice to personality dynamics. Basically, personality is a structured "project" of "I-world" unity. The "basic needs" are chiefly general modalities or types of relationships that assume changing forms under the contingencies of actualization. From a behavioral standpoint a "need" is "a model of I-world relatedness in a state of tension," i.e. an incompleteness, available possibility of relatedness. Thus it is misleading to view need-satisfaction as "solipsistic" energy discharge.—E. W. Eng.

5769. Ottenheimer, Lilly. **On the nature and early development of the ego ideal.** *Amer. J. Psychother.*, 1955, 9, 612-623.—In discussing the origin of the ego ideal, its early manifestations, its relationship to the superego, and its function in the organization of the mind, it is proposed that the ego ideal and the superego are two separate agencies of the mind and that both of them furnish motion to behavior but not in the same direction.—L. N. Solomon.

5770. Page, H., Thurston, J., Nuthmann, C., Calden, G., & Lorenz, T. (U. Wisconsin, Madison.) **An empirical study of the relationship of four classes of body habitus to responses on the MMPI.** *Psychol. Rep.*, 1955, 1, 159-165.—MMPI response

differences for four groups of adult males selected on the basis of Sheldon's somatotype ratings were investigated. Mesomorphic-ectomorphic ($Ns = 25, 19$) and cerebropenic-visceropenic ($Ns = 35, 19$) comparisons yielded items which were insufficient in number to rule out the possibility that differentiation rested on chance. Items rationally selected by judges to differentiate between Ss in the groupings did not possess a statistically significant overlap with the empirically derived items. It was noted that the cerebropenic group had a significantly higher mean score on the Social Introversion scale, a finding opposite from that predicated by somatotype theory.—C. H. Ammons.

5771. Phillips, Margaret Mary. An experimental study of the relationship between muscle stance, and mood and temperament. *Dissertation Abstr.*, 1955, 15, 1918.—Abstract.

5772. Revers, Wilhelm Josef. Der Begriff "Person" in der Psychologie. (The concept of "person" in psychology.) *Jb. Psychol. Psychother.*, 1955, 3, 134-141.—Discussion of the various ways in which "person" has been understood. In summary, "person" may be defined as "the human individual as a unity of spiritual soul and body in his immediate and irreplaceable uniqueness, one whose autonomy is based on an inner life, yet who must realize himself in the world, but who does so only through transcending himself in love, then in knowledge and conduct."—E. W. Eng.

5773. Rudert, Johannes. Genetische Schichtung der Person. (Genetic levels of the person.) *Jb. Psychol. Psychother.*, 1955, 3, 150-160.—There is a remarkable variety of relationships within the structure of levels representative of the genesis of a person. Some basic ones are: *founding* of later by earlier levels, *reshaping* of earlier by later levels, *reimplication* of later and higher level problems in earlier and lower levels (dreaming), and *resonance* among the levels. "Levels" of genetic sequence are to be distinguished from non-temporally ordered "levels" of depth of feeling, conviction, etc. "Lower" and "higher" levels are mutually implicated in the total personality, representing different but interdependent modes of relatedness to the world within which the person is "sustained."—E. W. Eng.

5774. Siegel, Saul Marvin. Some personality correlates of authoritarianism. *Dissertation Abstr.*, 1955, 15, 1905-1906.—Abstract.

5775. Sisson, Boyd D. (VA Hosp., Omaha, Neb.), & Ellingson, Robert J. On the relationship between "normal" EEG patterns and personality variables. *J. nerv. ment. Dis.*, 1955, 121, 353-358.—Previous work attempting to show "a relationship between any feature of the normal adult EEG recorded under standard conditions and any personality trait or variable" is criticized and an alternative explanation is offered if and when such relationships are uncovered.—N. H. Pronko.

5776. Smith, M. Brewster; Bruner, Jerome S., & White, Robert W. Opinions and personality. New York: John Wiley & Sons, 1956. vii, 294 p. \$6.00.—The purpose of the book is to gain new insights into the relations of opinions to personality. The data are obtained from extensive psychological studies of ten normal, stable men made at the Har-

vard Clinic, including particularly their opinions of Russia and Communism. The case material of three of them is given and discussed at considerable length because they represent the range of total findings. Implications of outcomes of research for the study of personality and opinion are discussed. One conclusion drawn is that rich insight into the functioning of personality is gained by considering not only the deep dynamics but also the level that is closely in contact with events in the world.—M. O. Wilson.

5777. Starkweather, John Amsden. Judgments of content-free speech as related to some aspects of personality. *Dissertation Abstr.*, 1955, 15, 1907.—Abstract.

5778. Stewart, Robert Leroy. The self and other objects: their measurement and interrelationships. *Dissertation Abstr.*, 1955, 15, 1668-1669.—Abstract.

5779. Sutcliffe, J. P. (U. Sydney, Australia.) Responsiveness of the level of aspiration to success and failure as a function of task variability. *Aust. J. Psychol.*, 1955, 7, 34-44.—In a low variability task situation responsiveness to success reflected positive performance change and responsiveness to failure negative performance change. In a high variability situation responsiveness was relatively independent of performance change. Responsiveness to success and responsiveness to failure appeared to reveal the operation of a general personality factor in the high variability situation.—P. E. Lichtenstein.

5780. Sweetland, Anders, & Frank, George. (Florida State U., Tallahassee.) A study of ideal psychological adjustment. *J. clin. Psychol.*, 1955, 11, 391-394.—A random sample of 100 items from a pool of 1000 statements culled from the literature re adjustment were Q-sorted by 40 college students. Half the Ss had scored as average (percentiles between 35 and 70) and half as "superior" (75th percentile and above) in adjustment on the Minnesota Personality Scale; the Economic Conservatism Scale was omitted. The correlation matrix derived from the Q-sorts was factor analyzed by Thurstone's centroid method. Two factors were identified and discussed.—L. B. Heathers.

5781. Thomae, Hans. (U. Erlangen, Germany.) Persönlichkeit; eine dynamische Interpretation. (Personality; a dynamic interpretation.) (2nd rev. ed.) Bonn: H. Bouvier, 1955. xii, 217 p. DM 14.00.—In this second, revised edition (see 26: 5407), the author replies to criticisms, adds further supplementary comments, and continues to expound his views dealing with the dynamic aspects of personality process and structure. 55 new references.—H. P. David.

5782. Thomas, William Ellsworth. Perceptual structurization as a function of ego strength: an experimental application of the Rorschach technique. *Dissertation Abstr.*, 1955, 15, 1654-1655.—Abstract.

5783. Tisserand-Perrier, M., & Blaizot, Anne Marie. Le dessin, mode d'investigation de la personnalité chez les jumeaux identiques. (Drawings as a method of investigation into the personality of identical twins.) *Acta genet. med. gemellolog.*, 1955, 4, 261-274.—Drawings are presented as a means of

exploring personality of twins. They give an overt expression of the difficulty of arriving at a consciousness of self so frequently found with twins. Other aspects revealed include the strength of the tie to the other twin, the wish for independence from him and the dominance of one subject in the twin pair. An opposition is noted between the types of behavior directed toward the outer world manifested by two members of the same twin-pair.—D. A. Santora.

5784. Vetter, August. Die Person in struktur-psychologischer Sicht. (A structural psychological view of the "person.") *Jb. Psychol. Psychother.*, 1955, 3, 141-149.—In the idea of "person" all the structural dualities of the various personality psychologies are transcended. Moreover, the dualities of soma and psyche, self and other are transcended in participation of "the person" in an order beyond that of social roles, neurotic identifications or projections. "Person" can only be understood from a standpoint beyond that of "the individual personality."—E. W. Eng.

5785. Von Holt, Henry William, Jr. A study of personality processes operative under neutral, failure, and success conditions. *Dissertation Abstr.*, 1955, 15, 1660.—Abstract.

5786. Wegeler, Adelbert. Raum, Symbol und Persönlichkeit. (Space, symbol and personality.) *Jb. Psychol. Psychother.*, 1955, 3, 185-193.—The spatial metaphors of depth psychology suggest the possibility of clarifying some problems of personality psychology through a phenomenological analysis of spatial experience. "Space" is always conceived as that which one confronts. From the self, "space" extends intentionally into the depths. Along the dimension of depth some phenomena exclude others from view. Through the symbol one is able to transcend the "opacity" of this depth of overlapping phenomena. A contrasting kind of space is the two-dimensional extensional planar space without depth in which objects are related indifferently to one another without reference to self. Both kinds of spatial frames-of-reference are important for the psychotherapist.—E. W. Eng.

5787. Zelen, Seymour Y. Goal-setting rigidity in an ambiguous situation. *J. consult. Psychol.*, 1955, 19, 395-399.—The use of an ambiguous frame of reference in a level-of-aspiration situation seemed to provide sufficient uncertainty to maximize personal tendencies to rigidity or flexibility. Of three experimentally provided frames of reference, only the ambiguous frame of reference provided scores which correlated significantly with a criterion measure of rigidity, and which had significant relationships with measures of ethnocentrism in adults and authoritarianism in both adults and children.—A. J. Bachrach.

(See also abstracts 5465, 5501, 5740, 5801, 5994, 6295)

AESTHETICS

5788. Bergler, Edmund. The second book and the second play. *Psychoanal. Rev.*, 1955, 42, 293-297.—Unconsciously everyone carries within himself an inner force which prevents and devaluates success. The transitory hurdle of the second book and second

play condenses all the individually variable reproaches of conscience.—D. Prager.

5789. Florance, Edna C. The neurosis of Raskolnikov: a study in incest and murder. *Arch. crim. Psychodynamics*, 1955, 1, 344-396.—Analytically oriented dynamic interpretation of the behavior of Raskolnikov in Dostoyevsky's *Crime and Punishment* is given along with many quotations from the novel.—L. A. Pennington.

5790. von Schumann, H.-J. Phänomenologische und psychoanalytische Untersuchung der Homerischen Träume. (Phenomenological and psychoanalytic investigation of Homeric dreams.) *Acta psychother. psychosom. orthopaedagog.*, 1955, 3, 205-219.—Theoretical explanations of Homeric dreams by classical scholars have proved unsatisfactory. Comparison of these with dreams of blind persons shows the same elements phenomenologically. Psychological study supports the assumption of Homer's early loss of eyesight. English and French summaries.—G. Rubin-Rabson.

DEVELOPMENTAL PSYCHOLOGY

CHILDHOOD & ADOLESCENCE

5791. Amatora, Mary. (St. Francis Coll., Ft. Wayne, Ind.) Bibliography on the personality of exceptional children. *Education*, 1955, 76, 132-135.—62-item bibliography.

5792. Baldwin, Alfred L. (Cornell U., Ithaca, N. Y.) Child psychology. *Annu. Rev. Psychol.*, 1956, 7, 259-282.—This review of literature for the year ending April, 1955, is prefaced by an essay on the structure of theory of child psychology. The literature selected for review points out questions which a theory must answer and reveals gaps in research. The major subjects include: deprivation of maternal care, test behavior, family relations, socioeconomic status, and longitudinal, developmental and experimental studies. 119-item bibliography.—C. M. Louttit.

5793. Baumgarten-Tramer, Franziska. L'étonnement chez l'enfant. (Wonderment in children.) *Enfance*, 1954, 7, 35-40.—The method of adult reminiscence was used to investigate wonderment in the child. The author failed to recall a "why" period in her life. A number of household accidents and major social incidents did not arouse her curiosity. On the other hand, she retained a host of memories regarding trivial objects or actions about which she wondered greatly. She infers that the child's imagination is aroused by events or things that contradict expectations, especially such as are established by adult teaching, or by contradictions between adult statements, as when praise and disapproval are referred to the same object; or again by conflicts between observed physical phenomena.—E. P. Benoit.

5794. Bijou, Sidney W. (U. Washington, Seattle.) A systematic approach to an experimental analysis of young children. *Child Developm.*, 1955, 26, 161-168.—The belief that a "systematic laboratory approach can offer significant contributions to a scientific analysis of child behavior" is investigated through the development of a laboratory methodology making use of specially-developed equipment "involving a simple manual operant, trinkets for reinforcers,

and a device for recording response frequencies." A sample experiment is described.—L. S. Baker.

5795. Bonsall, Marcella Ryser, & Steffire, Buford. (Los Angeles (Calif.) City Schls.) **The temperament of gifted children.** *Calif. J. educ. Res.*, 1955, 6, 162-165.—A study of 1359 white high school senior boys in several high schools in a metropolitan area, using the Guilford-Zimmerman Temperament Survey, "indicates that the previously found superiority of the 'gifted' as regards temperament stems more from the socio-economic level at which most gifted children are found than from any other difference in 'gifted' children as such." For the study, the top 11% on the Primary Mental Abilities Test were designated as "gifted," and parents' occupations were classified according to the Abba Edwards Scale.—T. E. Newland.

5796. Boyd, Nancy A., & Mandler, George. (Harvard U., Cambridge, Mass.) **Children's responses to human and animal stories and pictures.** *J. consult. Psychol.*, 1955 19, 367-371.—In a study of the responses of 96 third-grade children to stimulus stories and stimulus pictures with either human or animal main characters, the main findings were: "1. Stimulus stories with human characters elicit more involvement than animal stories. 2. Animal pictures tend to elicit more original material than human pictures. 3. Changes in the main character from stimulus stories to pictures resulted in greater involvement than when stories and pictures both had human (or animal) characters. 4. Socially disapproved behavior in the stimulus stories elicits the expression of punishment. 5. Socially approved behavior in the stimulus stories elicits more projection of the self. 6. Socially disapproved behavior by human characters apparently arouses more anxiety than such behavior by animal characters."—A. J. Bachrach.

5797. Buch, M. B., & Lele, T. P. (U. Baroda, India.) **A study of the speed of writing of children (age-group 11-14).** *J. Educ. & Psychol., Baroda*, 1955, 13, 87-90.—In India speed of writing has not been investigated previously. More than 800 children of both sexes wrote and rewrote the first line of the National Anthem during a 2 minute period. Among the conclusions it was noted that boys wrote faster than girls, between the years 11-13 the girls' speed increased at about half the rate of the boys' increase; however, between 13 and 14 the rate of increase was identical.—D. Lebo.

5798. Callewaert, H. **L'écriture chez l'enfant.** (Children's handwriting.) *Z. Kinderpsychiat.*, 1955, 22, 162-171.—Spontaneous, expressive gestures accompanying speech are compared with writers' gestures, created by man, but without psychological meaning. Handwriting is an achievement, the result of complex auditory, visual, and tactile perceptions. The physiology of handwriting solves the problems of teaching. Opinions of graphologists are secondary because they do not understand the physiology of handwriting. English, German, and Spanish summaries.—G. Rubin-Rabson.

5799. Campbell, W. J. (U. Otago, New Zealand.) **Preferences of children for others of the same or opposite sex.** *Aust. J. Psychol.*, 1955, 7, 45-51.—By the age of ten or eleven children strongly prefer members of their own sex in a variety of activities.

At the age of fourteen or fifteen girls choose boys to lead their teams, serve on their committees, and accompany them to the movies. Boys at the same age choose girls for movie dates. Both boys and girls assigned more desirable social traits to boys than to girls. Because of the small number of children involved the author interprets his findings as suggestive rather than conclusive.—P. E. Lichtenstein.

5800. Cohen, John, & Hansel, C. E. M. (U. Manchester, Eng.) **The idea of independence.** *Brit. J. Psychol.*, 1955, 46, 178-190.—Children, aged 6 to 15 years, were presented with a variety of situations in which they were required to make predictions about the outcome of a binary event on the basis of varying amounts and kinds of information about previous events within the series. "We have found that most children, at least till the age of 10+, do not initially distinguish between an event the outcome of which is in reality independent of previous outcomes . . . and an event with a varying degree of dependence on previous outcomes. . . ." "An idea of independence manifested in a judgment of 'either' . . . first emerges at the age of 12+." "The idea of independence is beginning to emerge at the age 12+ and is clearly and forcefully held by some subjects at the age of 14+. Even at this age, however, the vast majority entertain ideas of dependence; the idea of luck is still potent, and ideas of magic are not lacking."—L. E. Thune.

5801. Coleman, Leonard. **An investigation of the relationship between categorizing behavior and intelligence in school children.** *Dissertation Abstr.*, 1955, 15, 1648.—Abstract.

5802. Cornell, Ethel L., & Armstrong, Charles M. **Forms of mental growth patterns revealed by reanalysis of the Harvard Growth Data.** *Child Develpm.*, 1955, 26, 169-204.—Using much of the material originally published in the Harvard Growth Study, the authors investigate the hypothesis that "there may be a limited number of patterns of mental growth which will suffice to characterize the mental growth of most individuals." Graphing the results provides confirmation for the hypothesis, and such data are suggested to be particularly valuable in school situations for placement and other uses.—L. S. Baker.

5803. Creelman, Marjorie Broer. **The C S C Test: self conceptions of elementary school children.** *Dissertation Abstr.*, 1955, 15, 1895-1896.—Abstract.

5804. Davidson, G. M. **Concerning the biological aspects of the oedipus complex.** *Psychanal. Rev.*, 1955, 42, 280-283.—The boy receives only one x-chromosome from the mother and the girl receives one from each parent. This leads to sexual psychotropism which causes the growing individual to gravitate to the opposite sex. This biologically confirms Freud's interpretation of the oedipus complex.—D. Prager.

5805. Denner, A. **Dessin et rationalisation chez l'enfant.** (Drawing and reasoning in children.) *Enfance*, 1954, 7, 41-70.—A developmental trend was observed in children's capacity to perceive identity in a series of drawings of their own making. The children were asked whether their 2nd and 3rd figures represented the same individual as their 1st, and they

were questioned as to the reasons behind their answers. The subjects ranged in age from 4 to 9. The ability in question was hardly perceptible in 4-year-olds, but rose rapidly from age 5 on, and at the age of 7 over 75% of the children interpreted their drawings from left to right, and with a continuous story.—E. P. Benoit.

5806. Derivière, R. **Le passage du concept catégoriel aux schèmes dialectiques.** (Growth from categorical concepts to dialectical reasoning.) *Enfance*, 1954, 7, 71-87.—A number of factors were found to affect development into the phase of hypothetico-deductive reasoning in several hundred pupils, 11-18 years of age. A relationship was noted between physical and intellectual growth. Scientific and cultural study seemed to accelerate growth; technical training did not yield a comparable effect. Several tests showed a decided jump from categorical into formal reasoning at about the age of 15. Thereafter, thought appeared to deal with dialectical reasoning based on abstract concepts. Mastery at this latter level, however, was not acquired until the ages of 17-18.—E. P. Benoit.

5807. Duvall, Elise Barrett. **Conceptions of mother roles by five and six year old children of working and non-working mothers.** *Dissertation Abstr.*, 1955, 15, 1609-1610.—Abstract.

5808. Eames, Thomas H. (Boston U., Mass.) **The relationship of birth weight, the speeds of object and word perception, and visual acuity.** *J. Pediatr.*, 1955, 47, 603-606.—The visual acuity and the speed of object and word perception were compared in a group of 25 pupils whose birth weights were less than 5.5 pounds (premature group) and a control group whose birth weights were greater than this. The correlations among these factors were substantially higher among the premature group. This is one of a series of studies.—M. C. Templin.

5809. Elkins, Deborah. **Some factors related to the choice-status of ninety eighth-grade children in a school society.** *Dissertation Abstr.*, 1955, 15, 1541-1542.—Abstract.

5810. Goller, Gertrude. (Child Study Ass'n of America, New York.) **The place of psychodynamic orientation for professional leaders in parent group education.** *J. psychiat. soc. Wk.*, 1955, 24, 231-237.—Advantages and disadvantages of using lay leaders for parent education group meetings is discussed. The chief concern of this paper, however, is with the role of the professional person who works with parent education groups—psychologist, psychiatrist, or social worker. The thesis presented is that in order for such a leader to fulfill his role effectively, he needs to have a psychodynamic orientation in these areas: adult learning; the nature of emotional health and pathology; motivation of behavior; normal growth and development of children; the relationships between parents and the developmental stages through which their children go; group processes and interrelationships.—L. B. Costin.

5811. Hardy, Martha C. (1706 Greenleaf Ave., Chicago, Ill.) **Parent resistance to need for remedial and preventive services.** *J. Pediatr.*, 1956, 48, 104-114.—This reports the cooperative effort of several agencies to determine parental follow-up on individual children with hearing or visual problems

after they have been identified in a testing program and the child's needs for specialists' care interpreted to the parents. In the 128 elementary schools screened, 6,731 children were referred for professional attention. Although the relationship was not high, social and economic aspects of the family background as well as previous awareness of the child's difficulty were related to the action taken. Five illustrative case reports are included.—M. C. Templin.

5812. Hauer, Herbert J. **Frustration in neonates: an investigation of the relationship between frustration tolerance of neonates and frustration tolerance of their parents.** *Dissertation Abstr.*, 1955, 15, 1914.—Abstract.

5813. Horton, Roy Edward, Jr. **American freedom and the values of youth.** *Dissertation Abstr.*, 1955, 15, 1891-1892.—Abstract.

5814. Inter-University Round Table Conference by the Medical Faculties of the University of Pennsylvania and Johns Hopkins University. **Psychological aspects of the sexual orientation of the child with particular reference to the problem of intersexuality.** *J. Pediatr.*, 1955, 47, 771-790.—This is a report of a conference on the problem of sex classification and surgical treatment of a 10 year old intersex child. Psychological, psychiatric and physiological findings and implications are presented. The importance of biological factors is assumed, but much weight in the discussion is placed on cultural determinants such as the 10 years of learning to behave as a member of one sex.—M. C. Templin.

5815. Kahn, D., & Baumann, D. **De quelques difficultés d'adaptation rencontrées chez des adolescents orphelins élevés en collectivité.** (Social adaptation difficulties observed in adolescents educated in orphanages.) *Enfance*, 1954, 7, 89-96.—Behavior disorders observed in Jewish War orphans were found to be related to excessive sheltering from responsibility and lack of stable family affection. This background of experience is seen as having led to typical reactions, e.g., indifference, fear of reality, rebellion. Greater attention is indicated in the matter of providing such adolescents with suitable emotional support, appropriate employment, privacy, opportunity for growth in social confidence.—E. P. Benoit.

5816. Laydes, Morris A. (Adath Jeshurun Cong., Pittsburgh, Pa.) **Jewish primary children and Jewish religious symbolism.** *Relig. Educ.*, 1955, 50, 398-401.—The attempt to teach the subtle meanings of religious symbols to a child is wasteful. "It is enough that they are there and part of his familiar environment." "The child is allowed to assimilate it in his environmental experience and to understand it at his own level of comprehension."—G. K. Mortan.

5817. Lovell, K. (U. London, Eng.) **A study of the problem of intellectual deterioration in adolescents and young adults.** *Brit. J. Psychol.*, 1955, 46, 199-210.—200 individuals between the ages of 12 and 20 years were tested with 23 tests representative of the many different types that have been used in the field of mental deterioration. Results indicate an ability to group ideas or objects to a criterion and switch from one criterion to another not adequately measured by *g*, *v*, *k* tests. Whether a relative inability to categorize is due to poor-quality education

and limited cultural background or whether it reflects a change in the response of an individual to the environment is a problem for further research. 23 references.—L. E. Thune.

5818. McCarthy, Dorothea. (Fordham U., New York.) Trends in the psychological appraisal of children. *Child Developm.*, 1955, 26, 213-222.—Over the past twenty-five years the trend has been towards observing the child as a whole person. Contributions of various workers in the field are briefly surveyed in this paper celebrating the twenty-fifth anniversary of the Psychological Clinic at Rutgers University. 43 references.—L. S. Baker.

5819. Marks, J. B. (VA Hosp., American Lake, Washington.) Interests, leadership and socio-metric status among adolescents. *Sociometry*, 1954, 17, 340-349.

5820. Meili, Richard. Angstentstehung bei Kleinkindern. (Genesis of anxiety in infants.) *Schweiz. Z. Psychol. Anwend.*, 1955, 14, 195-212.—The presence of anxiety in infants is difficult to establish. Criteria accepted here are immobility, staring, and compressed lips. Only a stimulus which is fixated, in other words an "obtrusive" stimulus, can produce anxiety in the first half year of life. Anxiety-producing stimuli change rapidly in their effectiveness. In the second half year a jack-in-the-box produced at first anxiety and later on interest and pleasure. Incapacity to absorb the stimulus, which leads to stimulus blocking, is decisive. This contradicts a theory according to which anxiety is produced by inherited or acquired associations and points to a specific dynamic structure of the stimulating process. English and French summaries.—K. F. Muensinger.

5821. Mierke, Karl. (U. Kiel, Germany.) Die Ungeübte Funktion. (Non-practiced functions.) *Psychol. Beitr.*, 1955, 2, 1-24.—Children's dispositions tend to become functional even without specific practice or education. Some inhibitions in early childhood stem from failure to develop dispositions and may be overcome with special training. Studies in comparative and in child psychology are cited to support the view that neglected functions can be developed to a high degree with practice. English and French summaries.—H. P. David.

5822. Pinneau, Samuel R. (U. California, Berkeley.) The infantile disorders of hospitalism and anaclitic depression. *Psychol. Bull.*, 1955, 52, 429-452.—Spitz's 5 studies on mother-child relationships are vulnerable methodologically and hence "... cannot be accepted as scientific evidence supporting the hypothesis that institutional infants develop psychological disorders as a result of being separated from their mothers." Similarly, it is doubtful whether Fischer's study supports Spitz's conception of hospitalism. 50 references.—R. Perloff.

5823. Pinneau, Samuel R. (U. California, Berkeley.) Reply to Dr. Spitz. *Psychol. Bull.*, 1955, 52, 459-462.—Spitz (see 30: 5830) is commended for providing clinical hunches and hypotheses, including his use of statistical materials, but it is claimed nevertheless that Spitz's conclusions are not warranted by the data reported. Perhaps the uncritical acceptance of Spitz's research is the fault of those who have acclaimed his work, rather than that of Spitz himself.—R. Perloff.

5824. Pitt, William J. Psychological aspects of adolescence. *J. soc. Hyg.*, 1954, 40, 226-231.—(See *Child Developm. Abstr.*, 1954, 28(3/4), abs. 377.)

5825. Remmers, H. H., Horton, R. E., & Seibert, W. F. (Purdue U., Lafayette, Ind.) Youth's knowledge of the U.S. economy and related attitudes. *Purdue Opin. Panel Rep.*, 1955, 14(3), (No. 42). 9, 25a p.—Using a sample of 2,000 high school pupils from all sections of the United States, the authors analyzed responses to the 64 items of the opinion panel questionnaire. Data on each item are analyzed by sex, grade, community, region, income level, and mother's education. Comparison of results in the present poll with the findings of previous polls indicates the kind of changes occurring in opinions and attitudes in the high school population.—S. M. Amatora.

5826. Rubé, P. Adolescence: II. The inner world of adolescence. *Amer. J. Psychother.*, 1955, 9, 673-691.—After a discussion of the use of the concepts of normality and abnormality, the roles of day-dreaming and the image of one's self, as they are found in the adolescent, are considered. It is proposed that "day-dreaming in adolescence is the necessary process of re-organization and re-evaluation of the image of one's self. Through reality testing this process helps the individual to give life and plausibility to his ambitions and wishes, which were, until then, stored in his inner world."—L. N. Solomon.

5827. Schecter, David E., Symonds, Martin, & Bernstein, Isidor. (360 Central Park West, New York.) Development of the concept of time in children. *J. nerv. ment. Dis.*, 1955, 121, 301-310.—Observations were made of school children in an attempt to follow chronologically the development of time concepts from the 3-year group to the 6-year olds and to analyze some of the factors involved in the maturation and learning of such concepts.—N. H. Pronko.

5828. Shugart, George. (U. Pittsburgh, Pa.) The play history: its application and significance. *J. psychiat. soc. Wk.*, 1955, 24, 204-209.—The history of children's play experiences is meaningful not only during the time it is engaged in; certain lasting and recurring elements can be discovered within the total of children's play experiences which mirror their personality. By a careful study of children's play performance these relatively stable elements can be discovered. Three play histories are described to illustrate this principle. The author concludes that the play history can be a useful tool for the caseworker, both in her diagnostic as well as preventive work.—L. B. Costin.

5829. Skubic, Elvera. (U. California, Santa Barbara.) Emotional responses of boys to Little League and Middle League competitive baseball. *Res. Quart. Amer. Ass. Hlth phys. Educ.*, 1955, 26, 342-352.—An experimental investigation "designed to collect objective data regarding the effects of competition on the emotions of boys between the ages of 9 and 15." Use was made of the galvanic skin response to measure the emotional changes of the Ss in Little League and Middle League Baseball and compared with the responses of the same boys in soft-ball competition in their physical education classes. "Insofar as the GSR test can be taken to be a valid measure of emotional excitation of boys

of this age level, the results of this study suggest that youngsters were no more stimulated by competition in league games than they were by competition in physical education games." 39 references.—*M. A. Seidenfeld*.

5830. Spitz, René A. Reply to Dr. Pinneau. *Psychol. Bull.*, 1955, 52, 453-459.—The author seeks to rebut Pinneau's criticisms of Spitz's research (see 30: 5822), and provides further descriptions and explanations designed to vitiate Pinneau's objections. 27 references.—*R. Perloff*.

5831. Teevan, Richard Collier. Standards of behavior as a function of social class, integrating setting and child-rearing practices. *Dissertation Abstr.*, 1955, 15, 1649.—Abstract.

5832. van Krevelen, D. Arn. A new theory on the nature of so-called first puberty. *Z. Kinderpsychiat.*, 1955, 22, 149-162.—The existence of first puberty has not been proved; the age limits as indicated in the literature are too variable; nor can the author prove its existence statistically. Disturbances of first puberty are not as conditioned by a developmental phase as is generally assumed. French, German, and Spanish summaries.—*G. Rubin-Rabson*.

5833. Walsh, Ann Marie. Self concepts of bright boys with learning difficulties. New York: Bureau of Publications, Teachers College, Columbia University, 1956. xiii, 79 p. \$2.50.—The responses of 20 boys in each of two groups—low achievers (bottom fourth of their class) and adequate achievers (upper half of their class)—from grades 2 through 5 to the *Driscoll Playkit* were analyzed on the basis of five hypotheses regarding the roles projected in the boy doll. "The low achievers consistently differed from the adequate achievers in portraying the boy doll as restricted in action; unable to express his feelings appropriately and accurately; being criticized, rejected or isolated; and acting defensively, through compliance, evasion, or negativism." The two groups did not differ in identifying the boy doll with a male role.—*T. E. Newland*.

5834. Warnath, Charles F. (*Teachers Coll., Columbia U., New York.*) The relation of family cohesiveness and adolescent independence to social effectiveness. *Marriage Fam. Living*, 1955, 17, 346-348.—The method of study is described, the factors leading to the conclusions are listed. "The results [of the study] tend to support the hypothesis that the ability to make positive impressions on one's peers is associated with . . . family experiences. . . . The home thus appears indeed to be a seat of learning for the development of social skills, and perhaps of the desire to participate in activities with other individuals."—*M. M. Gillet*.

5835. Weinlander, Max Martin. Differential rates of mental development in children. *Dissertation Abstr.*, 1955, 15, 1558.—Abstract.

5836. Wittenberg, Rudolph. On the superego in adolescence. *Psychoanal. Rev.*, 1955, 42, 271-279.—The aim of therapy with the adolescent is character synthesis rather than resolution of infantile conflicts. The method is to work through defenses by using the quickly established relationship to provide, through deliberate role-taking, a different experience from the one at home. The adolescent may require full analysis later.—*D. Prager*.

5837. Zazzo, R., & Jullien, C. Contribution à la psychologie différentielle des sexes au niveau pré-scolaire. (Differential psychology of the sexes at the preschool level.) *Enfance*, 1954, 7, 12-23.—4 boys and 4 girls, 4 and 5 years of age, were observed during successive 5-second blocks in 5-minute sessions on 10 successive days. The boys surpassed the girls in restlessness and solitary activity; the girls were superior to the boys in shared activity and verbal communication. Girls showed more physical contacts than boys, and the number of contacts increased from age 4 to age 5 for the girls, but remained constant for the boys. The 8 subjects of the study were generally comparable to the sex groups in their class. These findings were confirmed by data gathered during recess and work periods.—*E. P. Benoit*.

(See also abstracts 5480, 5481, 5482, 5484, 5485, 5487, 5488, 5491, 5492, 5493, 5494, 5496, 5497, 5502, 5503, 5505, 5506, 5508, 5509, 5512, 5513, 5514, 5515, 5518, 5519, 5523, 5524, 5526, 5529, 5627, 5638, 5890, 5893, 6190, 6204, 6243, 6292, 6298, 6307)

MATURITY & OLD AGE

5838. Andrus, Ruth. Personality change in an older group. *Geriatrics*, 1955, 10, 432-435.—11 college graduates over 60 took part in an 11-month residential program designed for support and stimulation. Psychological test results, observations, creative productions and interview materials are drawn upon in this informal report of program and outcomes. Positive gains seemed evident.—*R. G. Kuhlen*.

5839. Fleming, C. (*Sheffield U., Eng.*) Needed—a social philosophy for the problems of aging. *Geriatrics*, 1955, 10, 549-551.—The major social changes produced by increased longevity demand a more constructive approach to the social philosophy of old age and a more vigorous and integrated research program dealing with social problems, roles, and functions of the older person.—*R. G. Kuhlen*.

5840. Lorge, Irving. (*Teachers Coll., Columbia U., New York.*) Gerontology (later maturity). *Annu. Rev. Psychol.*, 1956, 7, 349-364.—Literature for the year ending April, 1955, is reviewed with major sections: personality attitudes, adjustment, rehabilitation, retirement, employment, intelligence and learning, and physical change. 108-item bibliography.—*C. M. Louttit*.

(See also abstracts 5478, 5516)

SOCIAL PSYCHOLOGY

5841. Ames, Robert. (*U. California, Berkeley.*) Leaderless group discussion and experience in group leadership. *Calif. J. educ. Res.*, 1955, 6, 166-169.—Twenty 9-member groups of educational psychology students were rated on 10 characteristics regarded as evidence of leadership by two observers in a 30-minute leaderless group discussion. Data were obtained by questionnaires from 156 of these students regarding participation in group activities and participation scores determined. An *r* of .26 was found to be significant at the 1% level of confidence. The existence of 28 individuals for whom the relationship

was negative suggests "a possibility that this situation test (on such a group) can be employed to reveal leadership qualities (ordinarily) undiscovered by the traditional autobiographical techniques." Limited applicability of the findings is noted.—*T. E. Newland.*

5842. **Bennett, Edith Becker.** (*Harvard U., Cambridge.*) Discussion, decision, commitment and consensus in "Group decision." *Hum. Relat.*, 1955, 8, 251-273.—The original experiments of Lewin and his students on group discussion confounded a number of factors with group discussion *vs* lecture. The study dealt with an attempt to increase the willingness of psychology students to act as subjects for research. It is concluded that neither group discussion nor public commitment led to higher volunteering efforts than lecture or non-committal statements. On the other hand a decision concerning future action or the perception that there existed a group consensus to act in a certain way did affect behavior.—*R. A. Littman.*

5843. **Berg, Jacob.** (*VA Hosp., Long Beach 4, Calif.*) Cooperation without communication and observation. *J. soc. Psychol.*, 1955, 41, 287-296.—"Three patterns of different structural properties were presented in all their permutations to 30 groups of 6 S's each in order to determine the effects of patterns *per se* upon the performance of task-oriented groups." When no communication was permitted, "it was found that twice as many Ss used a chance type solution as against a structural one" and "when a group problem was posed which could not be solved in any way other than by chance occurrence, Ss made contributions" based on "presuppositions as to what the other group members would do."—*J. C. Franklin.*

5844. **Blumer, Herbert.** (*U. California, Berkeley.*) Attitudes and the social act. *Soc. Probl.*, 1955, 3, 59-65.—"... what is crucial is not the tendency but the process through which the act is built up—not the attitude but the defining process through which the individual comes to forge his act. . . . Since the act, whether individual or collective, is fashioned, constructed and directed by the process of definition that goes on in the individual or the group as the case may be, it is this process that should be the central object of study by the psychologist and the sociologist."—*R. M. Frumkin.*

5845. **Burdick, Harvey.** The compliant behavior of deviates under conditions of threat. *Dissertation Abstr.*, 1955, 15, 1662-1663.—Abstract.

5846. **Caplow, Theodore.** (*U. Minnesota, Minneapolis.*) The definition and measurement of ambiances. *Soc. Forces*, 1955, 34, 28-33.—The maximum ambience for a given individual "consists of all the persons with whom he interacts" during his lifetime. Subdivisions of this population are discussed, particularly dimensions and types of ambience.—*A. R. Howard.*

5847. **Eschenbach, Arthur E.** The relationship of basic Rorschach scoring categories to observed three-man-group interaction behavior. *Dissertation Abstr.*, 1955, 15, 1651.—Abstract.

5848. **Feldman, M. J., & Bullock, D. H.** (*U. Buffalo, N. Y.*) Some factors related to insight. *Psychol. Rep.*, 1955, 1, 143-152.—52 Ss rated themselves and 6 others and were rated by 6 others on 2 self-rating scales (as you think you are; as you think

others will rate you). Correlations with various sociometric data and between the 2 scales were obtained. The data suggested that where ratings are used to measure insight into one's social stimulus value, the second type gives more valid information, and where there is a high degree of agreement between an individual's self pictures, he will tend to show a higher degree of insight into his stimulus value.—*C. H. Ammons.*

5849. **French, Robert L.** (*AF Personnel Training Research Center, Randolph Field, Texas.*) Social psychology and group processes. *Annu. Rev. Psychol.*, 1955, 7, 63-94.—Review of literature between May, 1954, and April, 1955, under the major topics of: attitude and opinion methodology, correlates of attitudes and opinions, normative processes, personal relationships, leadership, and group performance. 156-item bibliography.—*C. M. Louttit.*

5850. **Gronlund, Norman E.** (*U. Illinois, Urbana.*) Acquaintance span and sociometric status. *Sociometry*, 1955, 18, 62-68.

5851. **Holmberg, Allan R.** Participant intervention in the field. *Hum. Organization*, 1955, 14 (1), 23-26.—Participant intervention is the name used to describe the author's role as observer of social change on a Peruvian estate and also as manipulator of change among the workers toward a higher standard of living and increased role in operating the estate.—*L. M. Hanks, Jr.*

5852. **Horowitz, Milton W., & Perlmutter, Howard V.** (*Queens Coll., Flushing 67, N. Y.*) The discussion group and democratic behavior. *J. soc. Psychol.*, 1955, 41, 231-246.—Forces represented by "interpersonal factors, group phenomena, and personality" are examined and are found in "usual group behavior" to be anti-democratic in their consequences.—*J. C. Franklin.*

5853. **Horton, Paul B.** (*Western Michigan Coll., Kalamazoo.*), & **Leslie, Gerald R.** The sociology of social problems. New York: Appleton-Century-Crofts, 1955. xii, 584 p. \$5.50.—Three separate but related frames of reference are used in this textbook on social problems: (1) social change and resulting social disorganization, (2) the emergence of value-conflicts, and (3) the influences of personal deviation. Besides dealing with traditional social problems such as crime, family instability, race problems, health, etc., the authors take up difficulties associated with mass communication, civil liberties, and international organization. Numerous tables, illustrations, annotated bibliographies, study questions, suggestions for research projects.—*R. M. Frumkin.*

5854. **James, W. T.** (*U. Georgia, Athens.*) Behaviors involved in expression of dominance among puppies. *Psychol. Rep.*, 1955, 1, 299-301.—Observations of behavior in a competitive feeding situation of two groups of puppies showed possession of the pan was the important factor, but growling was used to keep others away. Other behaviors were also observed but less frequently.—*C. H. Ammons.*

5855. **Jennings, Eugene Emerson.** (*Michigan State Coll., E. Lansing.*) Principles of group decision. *J. person. Adm. industr. Relat.*, 1955, 2, 17-22.—Group decision is influenced by: "(a) usefulness of the training material; (b) size of the group; (c) number of supporters; (d) ability of the leader;

(e) leader participation; and (f) cohesiveness."—H. Silverman.

5856. Jonassen, Christen T. (Ohio State U., Columbus, O.) Relationship of attitudes and behavior in ecological mobility. *Soc. Forces*, 1955, 34, 64-67.—A Shopping Habit Scale and a Shopping Attitude Scale furnished the basis for testing the relationship between behavior and attitudes using 8 samples in different types of areas within 2 cities. The observed relationship supports, with regard to mobility, "the socio-cultural theoretical position that attitudes are significant guides to behavior."—A. R. Howard.

5857. Keller, Paul Watson. An experimental study of open-mindedness in group discussion. *Dissertation Abstr.*, 1955, 15, 1931-1932.—Abstract.

5858. Kelley, Harold H. (Yale U., New Haven, Conn.) Salience of membership and resistance to change of group-centered attitudes. *Hum. Relat.*, 1955, 8, 275-289.—Roman Catholic and non-Catholic students responded to a questionnaire dealing with various matters on which there exist Catholic norms. The response to the questionnaire was preceded by a reading of material designed to elicit either favorable reaction to activities of the Catholic church or by material completely irrelevant. The questionnaire, for some students, was arranged so as to give information about how other students reacted to the items. Resistance to this information was demonstrated for high school students but not for college students. Retention of change was equal for both high and low salience groups after 3 days.—R. A. Littman.

5859. Levi, Mario; Torrance, E. Paul, & Pletts, Gilbert O. (Ohio State U., Columbus.) Sociometric studies of combat air crews in survival training. *Sociometry*, 1954, 17, 304-328.

5860. Levinger, George Klaus. Perceptions and behavior in the development of social power relationships. *Dissertation Abstr.*, 1955, 15, 1665-1666.—Abstract.

5861. Mausneer, Bernard. (Psychol. Serv. Pittsburgh, Pa.) Studies in social interaction: I. A conceptual scheme. *J. soc. Psychol.*, 1955, 41, 259-270.—These factors are suggested as "relevant to convergence among members of observer groups" in laboratory situations: "(a) the stimulus judged, (b) the instructions to S, (c) the history of contact with the partner and the group memberships of the partner, (d) the reaction to the partner in the experimental situation, (e) the personality of S, and (f) S's specific previous experiences, if any, with the stimuli or the class of judgments." Available data on the foregoing factors give rise to "two approaches to theory construction" which "are susceptible of experimental test." 23 references.—J. C. Franklin.

5862. Mellinger, Glen Davison. Communication, consensus and interpersonal attraction. *Dissertation Abstr.*, 1955, 15, 1666-1667.—Abstract.

5863. Michel, Ernst. Das Problem des personalen Lebens und seiner Gefährdung heute. (The problem of personal life and its present-day endangerment.) *Jb. Psychol. Psychother.*, 1955, 3, 279-293.—Contemporary industrial civilization has been accompanied with increasing alienation of man from man and from a sense of his own life's significance.

The functional and bureaucratic emphases in everyday life, belief in the omnipotence of reason, preoccupation with consumer needs, have been accompanied with an increasing loss of personal life. The "existentialist protest," represented in the stand of Buber and others, is a diversified movement to recover the meaning of personal life through a renewal of personal contact with the very source of personal existence.—E. W. Eng.

5864. Miller, R. E., Murphy, J. V., & Mirsky, I. A. (U. Pittsburgh, Pa.) The modification of social dominance in a group of monkeys by interanimal conditioning. *J. comp. physiol. Psychol.*, 1955, 48, 392-396.—After repeated determinations of the social dominance hierarchy in a group of 10 rhesus monkeys over a 20-month period, the monkey ranked eighth in dominance was used as a conditioned stimulus for pain-avoidance for the other animals. After conditioning training it was found that the social dominance of the stimulus monkey showed a significant increase.—L. I. O'Kelly.

5865. Milman, Donald Stuart. A study of personality in selected interpersonal relations: an investigation of the influence of certain aspects of personality in the selection of student nurses' friends. *Dissertation Abstr.*, 1955, 15, 1902-1903.—Abstract.

5866. Muldoon, John F. (Catholic U. America, Washington, D. C.) The concentration of liked and disliked members in groups and the relationship of the concentrations to group cohesiveness. *Sociometry*, 1955, 18, 73-81.

5867. Northway, Mary L. (U. Toronto, Ont., Can.) Reply to Dr. Thorpe's "Some evidence on Northway's autonomic hypothesis." *Sociometry*, 1954, 17, 364-366.—(See 29: 5411.)

5868. Pepitone, Albert. (U. Pennsylvania, Philadelphia.) & Reichling, George. Group cohesiveness and the expression of hostility. *Hum. Relat.*, 1955, 8, 327-337.—After suggesting to subjects that they would or would not get along with one another, they were subjected to a brief but insulting inquiry about several matters. They were then observed, while left alone, through a one-way screen. Groups who were told they probably could get along expressed much more hostility toward their experience and the persons involved than groups which had been told they probably would not get along. The results are considered in relation to previous work by Back, Festinger, Thibaut and Wright on influence pressure.—R. A. Littman.

5869. Tompkins, Jean Beattie. Reference groups and status values as determinants of behavior: a study of women's voluntary association behavior. *Dissertation Abstr.*, 1955, 15, 1669.—Abstract.

5870. Venable, Tom C. (Murray State Teachers Coll., Ky.) The relationship of selected factors to the social structure of a stable group. *Sociometry*, 1954, 17, 355-357.

5871. Wardwell, Walter. (U. Connecticut, Storrs.) The reduction of strain in a marginal social role. *Amer. J. Sociol.*, 1955, 61, 16-25.—Strain in a social role produces tension, anxiety, or frustration, and strain reduction patterns may be reactions to frustration and explicable in psychodynamic terms. The

role of chiropractor in American Society is used to illustrate this proposition.—*T. S. Cohn.*

5872. **Whiting, Charles S.** *Operational techniques of creative thinking.* *Advanced Mgmt.* 1955, 20(10), 24-30.—A survey and evaluation of some of the more widely known conference techniques for obtaining group participation on problem solving situations. Among the techniques discussed are: checklist, attribute listing, input-out, brain-storming, Gordon, and focused object. Examples of each approach are given, and suggestions for using them in business situations presented at the end of the article.—*A. Canfield.*

5873. **Zimmerman, Carle C.** (*Harvard U., Cambridge, Mass.*) *Patterns of social change: a survey of the main ideas of the greatest sociologists.* Washington, D. C.: Public Affairs Press, 1956. 36 p. \$1.00.—The main organizing concepts of sociological change, as represented by those who held these ideas, have been, in order, the evolutionists or linearists, the dichotomy school, the existentialists and pessimists concurrently, and, currently, the realists as exemplified by Toynbee and Sorokin. The main problem of modern sociology "is the development of a valid theory in and a continued attack upon the problems of social change and dynamics."—*H. K. Moore.*

5874. **Znaniecki, Florian.** (*U. Illinois, Urbana.*) *The dynamics of social relations.* *Sociometry*, 1954, 17, 299-303.

(See also abstracts 5510, 5776, 5825, 6296)

METHODS & MEASUREMENTS

5875. **Eng, Erling W.** (*Antioch Coll., Yellow Springs, O.*) *An approach to the prediction of sociometric choice.* *Sociometry*, 1954, 17, 329-339.

5876. **Gage, N. L., & Cronbach, Lee.** (*U. Illinois, Urbana.*) *Conceptual and methodological problems in interpersonal perception.* *Psychol. Rev.*, 1955, 62, 411-422.—Ambiguity in the interpretation of much current research on interpersonal perception is held to be the result of certain methodological confusions. Several of these conceptual problems are described and suggestions for dealing with them presented. 23 references.—*E. G. Aiken.*

5877. **Glad, Donald D.** (*U. Colorado Med. Cent., Boulder.*) *Theories, operations and behavioral feedbacks in interview process research.* *J. Colo.-Wyo. Acad. Sci.*, 1956, 4(7), 56.—Abstract.

5878. **Haer, John L.** *A test of the unidimensionality of the index of status characteristics.* *Soc. Forces*, 1955, 34, 56-58.—Data from two samples, representative of the white adult population of Spokane, Washington and Tallahassee, Florida, support the view that the Index of Status Characteristics seems to measure a single variable. However the necessity for "the elaborate categories constructed for the items" is in doubt.—*A. R. Howard.*

5879. **Hochbaum, Godfrey; Darley, John G., Monachesi, E. D., & Bird, Charles.** (*U. Minnesota, Minneapolis.*) *Socioeconomic variables in a large city.* *Amer. J. Sociol.*, 1955, 61, 31-38.—Five of the six socioeconomic variables in Warner's "Index of Status Characteristics" were used to assess the status of a Minneapolis sample that was not entirely repre-

sentative. The intercorrelation matrix yielded lower Pearsonian values than Warner reported from data derived from a smaller community. It was suggested that members of a large urban community cannot be assigned to strata or cannot be classified in operational definitions of status solely by the use of some derived scale of weighted socioeconomic variables such as those so generally proposed by Warner and his colleagues.—*T. S. Cohn.*

5880. **Kimball, Solon T.** (*Teachers Coll., Columbia U., New York.*), & **Pearsall, Marion.** *Event analysis as an approach to community study.* *Soc. Forces*, 1955, 34, 58-63.—A change is needed in the type of questions currently posed in community study. The observation of persons in interaction requires emphasis, in lieu of a search for the categorical structures of a community. Utilization of the suggested approach is exemplified.—*A. R. Howard.*

5881. **McCaslin, Nellie.** (*National Coll. Educ., Evanston, Ill.*) *A critical look at group dynamics.* *Sch. & Soc.*, 1955, 82, 168-169.—Some of the dangers in the use of group dynamics are that it can become mechanical and that its inherent purpose can be lost when there is a lack of understanding and judgment in its use. The excessive use of the scientific method in the study of human beings is also questionable in some situations. Lastly, group methods should be tailored to the situation.—*E. M. Bower.*

5882. **Moreno, J. L.** (*Moreno Inst., Beacon, N. Y.*) *First note on the sociometric system.* *Sociometry*, 1955, 18, 88-89.

5883. **Moreno, J. L.** (*Moreno Inst., Beacon, N. Y.*) *Sociometry and experimental sociology.* *Sociometry*, 1954, 17, 358-363.

5884. **Mouton, Jane Strygley; Blake, Robert R., & Fruchter, Benjamin.** (*U. Texas, Austin.*) *The reliability of sociometric measures.* *Sociometry*, 1955, 18, 7-48.

5885. **Parsons, Thomas S.** (*U. Michigan, Ann Arbor.*) *A longitudinal approach to the study of cultural growth.* *Soc. Forces*, 1955, 34, 34-41.—A modification of the longitudinal method in the study of human development is presented for quantitatively describing the growth-maturity-senescence cycles of various systems and for analyzing the interaction of parts within the whole.—*A. R. Howard.*

5886. **Whiting, J. Frank.** (*V.A. Hosp., Rutland Heights, Mass.*) *Q-sort: a technique for evaluating perceptions of interpersonal relationships.* *Nurs. Res.*, 1955, 4, 70-74.—The author describes the use of the Q-sort in relation to a study of nursing interpersonal relations being carried out at the VA hospital. He analyzes responses to 3 general questions about the Q-sort method: (1) what kinds of problems is the Q-sort technique designed to solve; (2) how does the Q-sort technique work; and (3) what are the advantages and disadvantages of this technique as compared with other methods of assessing attitudes, opinions, and expectations of people.—*S. M. Amatora.*

(See also abstract 6295)

CULTURES & CULTURAL RELATIONS

5887. **Berlas, Aquila B.** *A comparison of the attitudes toward mate selection held by a selected*

sample of Pakistani and American undergraduates. *Dissertation Abstr.*, 1955, 15, 1609.—Abstract.

5888. Blood, Robert O., Jr. (*U. Michigan, Ann Arbor.*) **Discrimination without prejudice.** *Soc. Probl.*, 1955, 3, 114-117.—"Discrimination is overt behavior which deprives groups of equal access to social facilities such as jobs and accommodations. Prejudice is an attitude involving an adverse judgment of the abilities, personalities, and other characteristics of the members of a group." In a study of store managers the author demonstrates that discrimination may be practiced by persons who are not actually prejudiced.—R. M. Frumkin.

5889. Carstairs, G. M. (*Maudsley Hosp., London.*) **Attitudes to death and suicide in an Indian cultural setting.** *Int. J. soc. Psychiat.*, 1955, 1(3), 33-41.—"... death in India is not regarded as a solitary act, but as a part of a series of domestic rites and ceremonies in which not single individuals but whole families are required to play their several parts. These attitudes represent the Indian attempt to allay the anxieties universally occasioned by the threat of death."—R. M. Frumkin.

5890. Gruen, Sue Allen Warren. **Ethnocentrism, reported parent attitudes, and parent child relationships.** *Dissertation Abstr.*, 1955, 15, 1657.—Abstract.

5891. Hoffman, Julius. **Psychodynamic analysis of socio-economic determinants of personality formation in the negro in the American culture.** *Samikša*, 1955, 9, 129-137.—Biologically, the negro is the same as other humans. Sociologically, the negro feels financially insecure, inferior to whites, dependent, passive, and catering. A fear-hostility-guilt cycle arises and is usually associated with self-depreciation. The recent desegregation ruling of the Supreme Court may help make the negro more comfortable and happier in the long run. 41 references.—D. Prager.

5892. Hooton, Earnest A., & Dupertuis, C. Wesley. **The physical anthropology of Ireland.** *Pap. Peabody Mus.*, 1955, 30, Nos. 1-2, (No. 1, Text, ix, 304 p., No. 2, Tables and half-tones, (not paged), 510 tables, 47 plates). \$10.00, bound in cloth \$13.00.—A monographic analysis of physical anthropological measurements of 10,118 males (made in 1934-36 by Dupertuis) and 1890 females. Sociological data on education, language, and occupation are presented for the major groups. The material is presented and discussed in 4 parts: Catholics by County sub-group; Comparison of Catholics and Protestants; Morphological (subracial) Types (includes discussion of the correlation of historical events with the present distribution of morphological types); West Coast Irish Females (by Helen Dawson). 38 maps plot the distribution of a number of measures and 47 half tone plates illustrate morphological types in males.—C. M. Louttit.

5893. Kerckhoff, Alan C., & McCormick, Thomas C. **Marginal status and marginal personality.** *Soc. Forces*, 1955, 34, 48-55.—84 Chippewa Indian children in the fifth through eighth grades were contrasted with white children. Some of the conclusions reached are as follows: (1) "The tendency of a member of the subordinate group to identify with the dominant group increases with the permeability of the barrier confronting him"; (2) "The greatest inci-

dence of marginal personality characteristics occurs in those individuals who are inclined to identify with the dominant outgroup but encounter a relatively impermeable barrier"; (3) "Differences in the permeability of the individual's barrier are less important if the identification is with the subordinate ingroup. ..."—A. R. Howard.

5894. Leschnitzer, Adolf. **The magic background of modern anti-semitism: an analysis of the German-Jewish relationship.** New York: International Universities Press, 1956. x, 236 p. \$4.00.—In part I, there are chapters on the rise and disintegration of German Jewry, coexistence and symbiosis, common achievements, common defeats, and the critical phase. Part II concerns the German and his image of the Jew, anti-semitism that is nascent, anti-semitism that is rampant, the false security of the assimilated Jew. The witchcraft mania is detailed in part III with chapters on 1933, dynamics of minority persecutions, ideology of extermination, genocide, and diaspora Jewry and history.—G. K. Morlan.

5895. Murphy, H. B. M. (Ed.) **Flight and resettlement.** Paris: Unesco; New York: Columbia Univ. Press, 1955. 231 p. \$3.50.—The effects on the individual and society of uprooting populations and moving them to distant lands are often severe and lasting. The individual in flight is discussed by Sal A. Prins; reaching safety, by Stefi Pedersen; children, by Louise Pinsky; camps, by H. B. M. Murphy; the aftermath of Belsen, by Henri Stern; D.P. apathy, by Eduard Bakis; the conditions of resettlement, by H. B. M. Murphy; a comparison of refugee and non-refugee immigrants to New York City, by Miriam L. Gaertner; the receiving community in Great Britain, by Maud Bulbring and Elizabeth Nagy; the refugee response in Australia, by H. B. M. Murphy; the adjustment of the blind D.P. colony in Norway, by Esther Ryssdal; the symptomatology, treatment and prognosis in mentally ill refugees and repatriates in Switzerland, by Maria Pfister-Ammende; refugee psychoses in Great Britain, by H. B. M. Murphy; refugee psychoses in Great Britain: aliens' paranoid reaction, by F. F. Kino; and psychosomatic and allied disorders, by Libuse Tyhurst. 154-item bibliography.—G. K. Morlan.

5896. **National Conference of Social Work. Minority groups: segregation and integration; papers presented at the 82nd annual forum of the National Conference of Social Work.** New York: Columbia Univ. Press, 1955. vi, 110 p. \$2.25.—Papers included in this volume concern social change, social relations and social work by Ira DeA. Reid; the American community—a dynamic process by Lester B. Granger; the migrant and the community by Joseph H. Douglass; the citizen's role in community planning for services to migrants by Florence R. Wyckoff; a youth program for migrants by Grace Maxwell and Rebekah Taft; New Americans: from isolation to integration by Beatrice Behrman; the Indian in American society by D'Arcy McNickle; segregation, desegregation, and integration in a social agency by Esther M. Taylor and discussion by Edwin C. Berry; social work and public school desegregation by M. Leo Bohanon; tension points in public school desegregation by Margaret W. Ryan; segregation, desegregation, and integration by George S. Mitchell.—G. K. Morlan.

5897. Newman, R. E. (U. Karachi, Pakistan.) **The application of the Rorschach technique to a primitive group.** *Z. diagnost. Psychol.*, 1955, 3, 187-222.—Rorschach protocols of 18 Otomi Indian boys and girls, ages 13 to 20 from the Mezquital Valley in Mexico, were analyzed in detail. "By tracing the relationship of the central tendency (median) of each determinant to other determinants as well as to the personality structure as a whole, for both group and individuals, trends were established whereby the significance of the Rorschach determinants emerged as a function of the cultural matrix." Cultural differences and implications for personality theory were noted. 47 references. French and German summaries.—H. P. David.

5898. Oliver, Douglas L. (Harvard U., Cambridge, Mass.) **A Solomon Island society; kinship and leadership among the Siuai of Bougainville.** Cambridge, Mass.: Harvard University Press, 1955. xvi, 533 p. \$10.00.—This is a descriptive anthropological study of the Siuai, a Papuan-speaking people numbering some 4,700 individuals, living in southwest Bougainville. The author discusses religious, political, and economic aspects of this primitive culture, together with its kinship system. In addition, emphasis is given to the role of leadership in its ramifications. The culture is evaluated in terms of (1) societal continuity, (2) the satisfaction of individual needs, and (3) the utilization of human potentials.—H. H. Strupp.

5899. Palmore, Erdman B. **The introduction of Negroes into white departments.** *Hum. Organization*, 1955, 14(1), 27-28.—Introducing Negro personnel into a new department within a meat packing plant demonstrates in 4 cases initial hostility followed by gradual acceptance.—L. M. Hanks, Jr.

5900. Seidler, Murray B., & Ravity, Mel Jerome. (Wayne U., Detroit, Mich.) **A Jewish peer group.** *Amer. J. Sociol.*, 1955, 61, 11-15.—"The authors are original and continuing members of a peer group of Jewish boys formed during adolescence." They point to a number of facts which support the notion that this peer group is the primary group for its members and in this sense support Riesman's concept of "other-direction."—T. S. Cohn.

5901. Siegel, Bernard J. (Stanford U., Calif.) **High anxiety levels and cultural integration: notes on a psycho-cultural hypothesis.** *Soc. Forces*, 1955, 34, 42-48.—Following an examination of three cultures—Hopi, Ghetto Jews, and Hutterites—the hypothesis offered is that "The conscious maintenance of relatively high anxiety plateaus as an adaptive pattern occurs among those infrequently encountered groups whose cultures are tightly integrated and faced by serious threats by hostile environmental forces." A corollary also is proposed "that under such conditions the way of life will be maintained by effective authority controls."—A. R. Howard.

(See also abstracts 5483, 6241, 6242)

SOCIAL INSTITUTIONS

5902. Allardt, Eric. **The influence of different systems of social norms on divorce rates in Finland.** *Marriage Fam. Living*, 1955, 17, 325-331.—"The purpose of the study is to inquire into the reasons for differentiation in divorce rates in different

environments and groups." Divorces and the legal grounds for divorce have in the twentieth century increased in most European countries. Divorces are much more frequent in cities than in rural districts . . . but the relative frequencies in the rural districts have also increased.—M. M. Gillet.

5903. Anders, Sarah Frances. **The social participation of married couples in Tallahassee, Florida.** *Dissertation Abstr.*, 1955, 15, 1925-1926.—Abstract.

5904. Charnis, George Christopher. **Attitude towards family integration among white married couples in Tallahassee, Florida.** *Dissertation Abstr.*, 1955, 15, 1926-1927.—Abstract.

5905. Connor, Ruth (Florida State U., Tallahassee.), Johannis, Theodore B., & Walters, James. **Family recreation in relation to role conceptions of family members.** *Marriage Fam. Living*, 1955, 17, 306-309.—"The participants in this study include a random sample of 25 tenth grade males and 25 tenth grade females and their parents. . . ." The results "serve to substantiate the findings of other investigators that recreation which is most enjoyed, for the family today, is primarily centered away from home."—M. M. Gillet.

5906. Foote, Nelson N. (U. Chicago, Ill.) **Family living as play.** *Marriage Fam. Living*, 1955, 17, 296-301.—With the increase in our leisure "family living in the residential suburb has come to consist almost entirely of play. . . ." The seriousness with which home making is pursued at its best should not conceal its playful nature, because work and play at their best are indistinguishable. . . . After the children are gone "Marriage and the family must find other *raison d'être* beyond parenthood;" it is not likely to be work just as work that will hold the family together but rather work in the spirit of play, playing together, companionship.—M. M. Gillet.

5907. Grace, Harry A. (Michigan State Coll., East Lansing.) **A quantitative case study in policy science.** *J. soc. Psychol.*, 1955, 41, 197-219.—This is a social psychological analysis of the public records of the 65th General State Assembly of Illinois (1947). Quantitative analysis produced findings discussed by the author in the following areas: "ecological basis of policy behavior, the relationships between the electorate and the legislator, legislative productivity and role behavior, measures of legislative group cohesion, task effects on the policy process, and voting consistency and voting blocs." 26 references.—J. C. Franklin.

5908. Harmsworth, Harry C. (U. Idaho, Moscow.), & Minnis, Myra S. **Non-statutory causes of divorce: the lawyer's point of view.** *Marriage Fam. Living*, 1955, 17, 316-321.—"The study . . . sought to determine to what degree lawyers are aware of the inadequacies of the statutory grounds compared to the real causes of divorce . . . the research was not designed to discover the real and basic causes of divorce but only what the lawyers believe are the real and basic causes. . . . Most revealed a keen awareness of the cultural lag in the divorce code." Some believed that statutory grounds have little or nothing to do with the real or basic causes.—M. M. Gillet.

5909. Hill, Reuben; Back, Kurt W., & Stycos, J. Mayone. (U. Puerto Rico, Rio Piedras.) **Family**

structure and fertility in Puerto Rico. *Soc. Probl.*, 1955, 3, 73-93.—The major problem in Puerto Rico is not getting people started in practicing birth control but providing supports for keeping them regularly at it. There are several ways to develop an effective long range program of fertility control: (1) make birth control methods so simple that no co-operative effort is necessary, e.g., a safe, easy-to-take, oral contraceptive; (2) changing family organization by instituting a program in marriage and parenthood both before and after marriage; (3) provide conditions for high motivation toward planned parenthood, meaning essentially that familistic authoritarian family goals must be changed to individualistic democratic ones.—R. M. Frumkin.

5910. Hill, William S. (*St. Peter's Episcopal Church, Uniontown, Pa.*) **The psychology of conversion.** *Pastoral Psychol.*, 1955, 6(58), 43-46.—In terms of a developing child, conversion is a process of gradual growth from self-centeredness to thinking of others; from inadequacy to expression of abilities; from vague awe and wonder to a spiritual awakening, an awareness of God. For adults, conversion may be sudden or gradual. Its essence is a change in primordial impulses; the source of power is different.—A. Eglash.

5911. Keeley, Benjamin J. (*Ill. State Normal U., Bloomington.*) **Value convergence and marital relations.** *Marriage Fam. Living*, 1955, 17, 342-345.—The term "value" is explained, methods and procedures for the study are outlined and the findings reported. The study "found a moderate positive relationship between value convergence and marital success . . . a fairly wide divergence of values, especially of the less important values, does not preclude a highly successful marriage. . . . This is not to overlook . . . the additional fact that common agreement on basic values may be relatively essential to the effective functioning of the married pair." 9 values are listed in order "from high to low." "Value convergence among some values is a function of the length of marriage . . . is related to the volume of the shared, cooperative activities of the spouses . . . to the skill with which a person can imaginatively put himself in the place of another" without tension or self-consciousness.—M. M. Gillet.

5912. Kracauer, Siegfried, & Berkman, Paul L. (*Columbia U., New York.*) **Attitudes toward various communist types in Hungary, Poland, and Czechoslovakia.** *Soc. Probl.*, 1955, 3, 109-114.—Escapees from Hungary, Poland, and Czechoslovakia were interviewed by International Research Associates to determine their attitudes toward communists. It was found that these escapees made the distinction between *real* and *nominal* communists. Negative attitudes toward nominal communists were not as severe as expected under the circumstances.—R. M. Frumkin.

5913. McCormick, Thomas C., & Wahl, Richard J. (*U. Wisconsin, Madison.*) **Predicting election turnout: a test of a behavior hypothesis.** *Amer. J. Sociol.*, 1955, 61, 39-47.—A hypothesis, derived from a theory concerning latent decision to vote, is used to generate a series of predictive items. The items were ranked a priori on the basis of the hypothesis and then administered to 182 adults drawn in an area probability sample from Madison, Wis-

consin in October 1952. The results were factor analyzed and supported the hypothesis that the latent decision to vote, with qualification, predicts voting turnout.—T. S. Cohn.

5914. Masling, Joseph; Greer, F. Loyal, & Gilmore, Robert. (*Inst. Res. Human Relations, 2224 Locust St., Philadelphia.*) **Status, authoritarianism, and sociometric choice.** *J. soc. Psychol.*, 1955, 41, 297-310.—A study of 1900 military personnel showed that the "status of the individual was . . . an important predictor of the number of favorable sociometric mentions he received. When identification takes place, positions of status and power become functionally important, and the occupants of power positions become sociometrically attractive." Among other findings, "egalitarian Ss tended to rate more of their group members in favorable manner than did authoritarian Ss."—J. C. Franklin.

5915. Miller, S. M. (*Brooklyn Coll., N. Y.*) **The concept of mobility.** *Soc. Probl.*, 1955, 3, 65-73.—"The central problem of the measurement of mobility is the movement between factory (or manual) work and white collar (non-manual) . . . the one time economic advantage of at least the lower white collar workers relative to factory workers has disappeared. In 1890, the white collar worker made twice as much as the manual worker; by 1952, the economic advantage had moved in the other direction for manual workers averaged three dollars a week more than white collar workers." The writer makes many helpful suggestions as to how social scientists might study social mobility more accurately, and in so doing he attempts to clarify the concept of mobility. 32 references.—R. M. Frumkin.

5916. Monahan, Thomas P. **Divorce by occupational level.** *Marriage Fam. Living*, 1955, 17, 322-324.—In Iowa the "divorce rate is close to the national average: it has a broad distribution of professional, industrial and agricultural activities. . . ." Thus Iowa may be taken as "typical middle American state. . . ." The findings are based on Iowa. "It is becoming increasingly clear . . . that divorce is much more characteristic today of the lower socio-economic groups in our society . . . with the laboring class showing about four times as many divorces as one would expect from their share of the male occupations in Iowa, and the labor-service group combined, about three times its expectancy. . . . Thirty-five per cent of Iowa's employed were in the farm group but only 9 per cent of the divorcees were farmers."—M. M. Gillet.

5917. Sabine, George H. (*Cornell U., Ithaca, N. Y.*) **The two democratic traditions.** *Autonomous Groups Bull.*, 1954-55, 10, 5-15.—A condensed version of an article published by the author elsewhere. Distinguishes between the Lockian concepts of democracy and that of Rousseau. The former stresses liberty while the latter stresses equality. It is suggested that both of these features of democracy are essential to one another.—R. A. Littman.

5918. Schnepf, Gerald J., & Yui, Agnes Masako. (*St. Louis U., Mo.*) **Cultural and marital adjustment of Japanese war brides.** *Amer. J. Sociol.*, 1955, 61, 48-50.—Twenty American-Japanese couples, 15 in St. Louis, 5 in Chicago, were studied in an exploratory study. Marital adjustment was excellent

and stereotypes of hasty marriages and cultural conflict were not confirmed.—T. S. Cohn.

5919. Schur, Edwin M. **Abortion and the social system.** *Soc. Probl.*, 1955, 3, 94-99.—The latent functions of restrictions on abortions are as follows: reassuring the patriot, reinforcing the subordinate status of women, and preserving a system of sex ethics which lags behind changing behavior patterns. It is suggested by the author that abortion can be a vital instrument of social control, preventing serious family disorganization, economic hardship and diminution of health. 25 references.—R. M. Frumkin.

5920. Stryker, Sheldon. **Attitude ascription in adult married offspring-parent relationships: a study of implications of the social psychological theory of G. H. Mead.** *Dissertation Abstr.*, 1955, 15, 1924.—Abstract.

5921. Sussman, Marvin B. (*Western Reserve U., Cleveland, O.*) **Activity patterns of post-parental couples and their relationship to family community.** *Marriage Fam. Living*, 1955, 17, 338-341.—The study was based upon "activity patterns" of 103 families in New Haven, Conn., and suburbs "who were middle-class, white, Protestant. . . . A case-study approach" to conditions after the children had left the home seemed to show that "activity patterns are continuation of old ones. . . . Rapid change-over in parental activity patterns is likely when inter-family continuity is not possible. . . . Well-adjusted parents of this sample were drawn closer together. . . . women more than men felt the need to be more active. . . . parents now free of child-rearing chores undertook. . . . vacation trips, home decorating and repairing. . . . Some elders are unaware of any need to find new things to do. . . ."—M. M. Gillet.

5922. Thomason, Bruce. (*U. Florida, Gainesville.*) **Extent of spousal agreement on certain non-sexual and sexual aspects of marital adjustment.** *Marriage Fam. Living*, 1955, 17, 332-337.—"The data seem to indicate that husbands and wives agree to a greater degree on behavior pertaining to sexual adjustment than on behavior pertaining to nonsexual adjustment. . . . [but] the opposite hypothesis cannot be excluded." Statistical tables of the correlations.—M. M. Gillet.

5923. Torre, Mottram. (*Columbia U., New York.*) **Psychiatric observations of international conferences.** *Int. J. soc. Psychiat.*, 1955, 1(3), 48-50.—". . . a combination of all skills is essential for the understanding and operation of international conferences. . . . the combined social science approach offers the greatest promise for future development of the conference as a tool of international collaboration."—R. M. Frumkin.

5924. Weisskopf, Walter A. (*Roosevelt U., Chicago, Ill.*) **The psychology of economics.** Chicago: University of Chicago Press, 1955. viii, 266 p. \$4.00.—This book attempts to analyze the writings of such famous economists as Adam Smith, Engels, Karl Marx, Ricardo, and Marshall, in terms of modern social psychology and psychoanalytic principles. The author acknowledges he has been influenced by the writings of Freud, Fromm, and Riesman. Labor, land and property, values and rents, supply and demand, and other economic problems are discussed in these terms. 121-item bibliography.—R. W. Husband.

5925. White, Ernest. **Christian life and the unconscious.** New York: Harper, 1955. 190 p. \$3.00.—Religion does not affect people only superficially in their conscious life but reaches into the unconscious because the mind is a unity. A new birth takes place. Conversion is distinguished from rebirth. There are also chapters on baptism, Christ in the heart, sanctification, God's guidance into truth and in daily life, prayer, sin, evil and guilt, spiritual conflict, and the concept of God.—G. K. Morlan.

(See also abstracts 5487, 5489, 5506, 5518, 5970, 6410, 6435)

LANGUAGE & COMMUNICATION

5926. Amrine, Michael. (*APA, Washington, D. C.*) **The proper study for TV is man.** *Amer. Psychologist*, 1955, 10, 587-589.—"Modern mass education has a legitimate claim to being the distinguishing mark of our era. Television has a potential for enlarging that classroom which is essential to man's mastery over nature. And this potential is an unanswerable answer to the cynic who says this new media is not really so new after all." Unique advantages of television over the traditional classroom situation in conveying the phenomena and principles of psychology are indicated. Interests of psychologists in various aspects of television are discussed.—S. J. Lachman.

5927. Block, Jack. (*U. California, Berkeley.*), & Bennett, Lillian. **The assessment of communication: perception and transmission as a function of the social situation.** *Hum. Relat.*, 1955, 8, 317-325.—Q-sorts of one female subject concerning her relations with 23 other individuals (including two persons she was counseling) were factor analyzed and compared with the Q-sorts of 21 of these persons with respect to her. The results are discussed in terms of communication theory and stress is placed upon different loci of distortion and the role of situational factors.—R. A. Littman.

5928. Carpenter, C. R. (*Pennsylvania State U., University Park.*) **Psychological research using television.** *Amer. Psychologist*, 1955, 10, 606-610.—Psychologists ". . . along with other behavioral scientists, have both personal and professional responsibilities for research related to telecommunications." Three main barriers to research using television and related media are (1) the lack of adequate, continuing financial aid and of available facilities, (2) the lack of highly competent research men ". . . motivated to investigate the complex processes of communication. . . .", and (3) the lack of a sound research tradition for experimental psychologists in the field of the mass media and telecommunications. "Now is the time for research and development work before the flood of students reaches our colleges and universities."—S. J. Lachman.

5929. Chomsky, Noam. (*Harvard U., Cambridge, Mass.*) **Logical syntax and semantics; their linguistic relevance.** *Language*, 1955, 31, 36-45.—This is in response to Bar-Hillel's argument (see 29: 5614) that linguists should follow the lead of Carnap and the logical positivists. Chomsky presents arguments showing that logical syntax has little to offer linguistics, and that the semantic problems most vexing to linguists are not treated by logicians except

in terms of notions which are taken for granted and not further analyzed.—J. B. Carroll.

5930. Coffin, Thomas E. **Television's impact on society.** *Amer. Psychologist*, 1955, 10, 630-641.—"The advent of television has been a major phenomenon of American life in recent years. Judged by its rate of growth, the size of its audience, and the man-hours of attention devoted to it, television promises to become the nation's principal communication medium." Specific data are cited with regard to many topics including the following: dimensions of the medium, characteristics of the audience, owner's usage and opinion of TV, effects on other entertainment industries, effects on family and social activities, effects on children, political impact of TV, impact of TV on the economy, and the effectiveness of television advertising.—S. J. Lachman.

5931. Cooper, Joseph B. (*San Jose State Coll., Calif.*) **Perceptual organization as a function of politically oriented communication.** *J. soc. Psychol.*, 1955, 41, 319-324.—"First, though a communicator's manifest intent is to communicate only the 'facts' concerning an event, . . . is it possible to identify his bias? Second, do the receivers of such communications tend to evaluate them as functions of their own biases?" An experiment is described in which the communication of the account of the Nixon controversy given and read by Democrats, Republicans, and Independents yielded significantly affirmative answers to the foregoing questions.—J. C. Franklin.

5932. Dunham, Franklin. (*U.S. Off. Educ., Washington, D. C.*) **A new road to the abundant life: a survey of educational television.** *Amer. Psychologist*, 1955, 10, 615-617.—"Perhaps '... we have within our grasp a means of bringing to millions of people what only thousands could have had before television came.' A brief history of the development of television for education is presented. A wide variety of subjects relating to home life, travel, recreation, child care, reading, playing, the art of conversation, the arts of acquired skills in music, photography, design, the dance, etc. can be presented realistically.—S. J. Lachman.

5933. Ervin, Susan Moore. **The verbal behavior of bilinguals: the effect of language of report upon the Thematic Apperception Test stories of adult French bilinguals.** *Dissertation Abstr.*, 1955, 15, 1664.—Abstract.

5934. Evans, Richard I. (*U. Houston, Tex.*) **The planning and implementation of a psychology series on a noncommercial education television station.** *Amer. Psychologist*, 1955, 10, 602-605.—"With the beginning of operations of the nation's first noncommercial educational television station, KUHT-TV (Very High Frequency), at the University of Houston in June, 1953, it became possible to examine some of the possibilities inherent in educational television, and the author was requested to prepare and present the first course to be offered for college credit over the station, elementary psychology." An "... informal lecture combined with skillful use of the blackboard may be a preferred method of TV presentation." A discussion of the general problems encountered, the techniques of presentation, and an evaluation of responses to the TV series is included.—S. J. Lachman.

5935. Gitlin, Irving. **An amateur on TV.** *Amer. Psychologist*, 1955, 10, 618-619.—"If there is a 'secret of success' for the amateur performer on television it is the old admonition 'be yourself.' A few important rules to help the amateur in giving a creditable account of himself are discussed.—S. J. Lachman.

5936. Hamilton, Robert V. (*U. Wichita, Kans.*) **Psycholinguistic analysis.** *J. soc. Psychol.*, 1955, 41, 271-286.—Interest centers "in the manner in which the interpreter uses his language." A method of analysis is suggested "from the terminology of Morris . . . whereby the various functions intended by or determined for the interpreter are codified" into major and minor categories. The author expands Morris' functional categories of designative, appraisive, prescriptive, and formative to include designators, appraisers, prescriptors, formators, identifiers, and subjectifiers. 34 references.—J. C. Franklin.

5937. Harris, Dale B. (*U. Minnesota, Minneapolis.*) **Courses for credit.** *Amer. Psychologist*, 1955, 10, 593-597.—"No course should be offered for credit by TV which has not been approved for inclusion in the college catalog. TV students should meet course standards to which residence students are held, and TV students should ordinarily come to the campus to take their examinations. . . ." For faculty load accounting, "it is recommended that a one-term television course (three 30-minute programs a week) should equal one-half of a normal full-time teaching load. . . ." Courses for credit via TV ". . . can be accomplished with no sacrifice of standards."—S. J. Lachman.

5938. Katz, Elihu, & Lazarsfeld, Paul F. (*Columbia U., New York.*) **Personal influence: the part played by people in the flow of mass communications.** Glencoe, Ill.: The Free Press, 1955. xx, 400 p. \$6.00.—A study of "the dynamics of person-to-person communication and influence" as compared to the apparent direct effect of mass media. The authors have found evidence of the "possible relevance of interpersonal relations as an intervening variable in the mass communications process." The latter half of the book is concerned with a research carried on in Decatur, Illinois, upon a cross-section sample of 800 women in which a variety of reaction-producing influences were studied to determine the degree and extent of their impact on ultimate behavior. Factors influencing leadership status were analyzed. 180-item bibliography.—M. A. Seidenfeld.

5939. Keeseey, Truman J. **A new world.** *Amer. Psychologist*, 1955, 10, 620-629.—"Television offers a wonderful opportunity to uplift our people . . . to raise the general level of information and thereby to make people more healthy and able to enjoy life more fully." Educational program planning is discussed. A specific example of program development is provided in three appendices.—S. J. Lachman.

5940. Kelly, George A. (*Ohio State U., Columbus.*) **Television and the teacher.** *Amer. Psychologist*, 1955, 10, 590-592.—"Television is a marvelous electronic device but it has not yet become an educational instrument." "In spite of all that may be said against it, television has a peculiar capacity for intimacy." "It may become the arm of teaching, but not the brain. Teaching and learning are human processes, not electronic processes." "Television teaching is a team job." Studio teacher and class-

room teacher function together as a teaching team; curriculum planning and studio production must go hand in hand. TV can provide better in-service teacher training; through TV the teaching supervisor or training director can visit the class room. "Right now educational television needs to have some creative imagination applied to it. The chi squares can come later!"—S. J. Lachman.

5941. Licklider, J. C. R. (Ed.) (*Massachusetts Institute Technology, Cambridge.*) **Problems in human communication and control.** Cambridge, Mass.: Editor, 1955. 203 p.—"This is a largely paraphrased transcription of a Conference on Problems in Human Communication and Control . . . sponsored by the National Science Foundation at M. I. T. 15-17 June 1954." Verbatim or paraphrased discussion was based upon a tape recording. The subjects discussed at several sessions include channel capacity of the human operator, context, multivariate information transmission, signal analysis and detection, stochastic structure, concept formation, self-organizing automata.—C. M. Louttit.

5942. McIntyre, Charles J., & Greenhill, Leslie P. (*Pennsylvania State U., University Park.*) **The role of closed-circuit television in university resident instruction.** *Amer. Psychologist*, 1955, 10, 598-601.—"It is now obvious that we can link any number of classrooms together, put one or more TV receivers in each, and let one good professor lecture over the television system to multiple groups of students." Experiments ". . . or demonstrations could be performed and televised. . . ." Initial cost, installation and maintenance, operation, flexibility and pictures are discussed. ". . . TV exists as an aid to, and not a replacement for, the instructor. . . ." Faculties should ". . . begin now to coolly appraise TV for its strengths and its weaknesses, and to determine in what ways and under what conditions TV can make a contribution to resident university instruction."—S. J. Lachman.

5943. Murray, Elwood. (*U. Denver, Colo.*) **A study of communicator-subject-media-communicatee relations.** *J. Colo.-Wyo. Acad. Sci.*, 1956, 4 (7), 56.—Abstract.

5944. Osgood, Charles E., & Suci, George J. (*U. Illinois, Urbana.*) **Factor analysis of meaning.** *J. exp. Psychol.*, 1955, 50, 325-338.—Two factor analytic studies of meaningful judgments based upon the same sample of 50 bipolar descriptive scales are reported. Both analyses reveal three major connotative factors: evaluation, potency, and activity. These factors appear to be independent dimensions of the semantic space within which the meanings of concepts may be specified.—J. Arbit.

5945. Rawnsley, Anita I., & Harris, J. Donald. (*USN Sub. Base, New London, Conn.*) **Comparative analysis of normal speech and speech with delayed side-tone by means of sound spectrograms.** *USN Submar. Med. Res. Lab. Rep.*, 1954, 13(9), (No. 248), 7 p.—Three subjects were read a simple story with and without a side-tone delay interval of 18 seconds. Both conditions were tape-recorded on a PT-6 Magne recorder adapted for instantaneous playback. Stuttered or distorted phrases were compared spectrographically on a Kay Electric Sonograph with identical phrases spoken by the S. "The samples all tended to follow the same sort of pattern—increased

duration, emphasis on most sounds, vowel distortion, slurring across stop gaps, and, in the case of a repeated work, generally no anticipation of the sound to follow was evident in the first appearance of the word."—B. Kutner.

5946. Saporta, Sol. (*Indiana U., Bloomington.*) **Frequency of consonant clusters.** *Language*, 1955, 31, 25-30.—This presents evidence from English to support the hypothesis that the relative frequency of a consonant cluster is a function of the difference between the phonemes in the cluster, low frequencies being expected for clusters containing phonemes which are either very similar or very dissimilar, and high frequencies for clusters with moderately similar phonemes. Similarity is measured in terms of number of common distinctive features. In this way the amounts of "effort" by the speaker and the listener are balanced.—J. B. Carroll.

5947. Shimberg, Benjamin. (*ETS, Princeton, N. J.*) **Selected references on educational television.** *Amer. Psychologist*, 1955, 10, 642-646.—Bibliography of the role of television in education grouped into categories: Information about Current Developments in ETV, Uses of TV in Education, Television Production, Research on the Effectiveness of ETV as an Educational Tool, Bibliographies on ETV, and Conferences. Most references are briefly annotated.—S. J. Lachman.

5948. Wischner, George J. (*U. Pittsburgh, Pa.*), & Scheier, Ivan H. **Some thoughts on television as an educational tool.** *Amer. Psychologist*, 1955, 10, 611-614.—"A major conclusion warranted by all of the research findings is: *TV can teach.*" The authors state that ". . . the relatively little research available, its character and findings, do not warrant the marked enthusiasm and overoptimism about educational television evidenced in many quarters." "In our view, TV at present should be regarded merely as one other communication channel for teaching purposes."—S. J. Lachman.

(See also abstracts 5428, 6257)

CLINICAL PSYCHOLOGY, GUIDANCE, COUNSELING

5949. [Anon.] **Mental health through public health practice.** *Chron. World Hlth Org.*, 1955, 9, 247-253.—Few public health organizations give "due weight to psychological and social work, either in prevention or treatment. In the majority of cases medical contacts are not based upon a comprehensive knowledge of the human being. There exists, further, a widespread suspicion among medical practitioners, and the public at large, of mental health disciplines." An examination of public health services leads to the conclusion that "they should acquire a fresh orientation."—J. C. Franklin.

5950. Bökk, Jan A. (*U. Uppsala, Sweden.*) **Heredity counseling: medical genetics and counseling practices.** *Eugen. Quart.*, 1955, 2, 174-183.—Recent mortality statistics show an increase in genetic disorders, especially in the western world where more people are surviving for a long enough time to become the victims of the genetic disorders that appear later in life. "Genetic counseling" is a field that is just beginning to open up. It estimates the genetic

risks for individual cases and shows how such estimates may be used in clinical practice. There are several centers in the United States and Scandinavian countries and these are found to be meeting a rather extensive latent need for sound professional information on genetics.—G. C. Schwesinger.

5951. Burgess, Caroline B. (*State Dept. of Welfare, Harrisburg, Pa.*), McDonald, Elizabeth, & Roberts, Mary Belle. **More effective mental health by activation of community potentials.** *J. psychiat. soc. Wk*, 1955, 24, 250-255.—As a basis for developing a better state-wide program for community mental health, the following hypotheses were formulated and studied by the staff: (1) community readiness and the effectiveness of mental health services are related; (2) there is a relationship between how effective mental health services are and the methods employed; (3) what can be done in the development of a mental health program depends upon the mores of a community; (4) how effective a program will be depends on recruitment and activation of latent leadership; (5) how effective leadership is depends on how willing the individuals are to become emotionally as well as intellectually involved.—L. B. Costin.

5952. Dodd, Aleck D. **Counseling—step-by-step (Part I).** *Pastoral Psychol.*, 1955, 6(58), 27-34.—This semi-verbatim record of a series of marital counseling interviews "was chosen to furnish some picture of what happens in one type of counseling relationship." The report, including analysis and interpretation of the counselee and self-criticism of the counselor, attempts "to give some idea of the emotional give and take between the two; of the effort of the counselor to sense the unexpressed but near the surface feelings and impulses of the counselee . . . and of the slow changes which took place in the counselee."—A. Eglash.

5953. Jesness, Carl Frandall. **The effects of counseling on the self-perceptions of college men.** *Dissertation Abstr.*, 1955, 15, 1553.—Abstract.

5954. Klein, D. B. **Mental hygiene; a survey of personality disorders and mental health.** (Rev. ed.) New York: Henry Holt, 1956. xvii, 654 p. \$5.00.—This is a revised edition of the original book published in 1944 (see 18: 2440). An enlarged introductory section is followed by two middle sections on the nature of mental disorders and the prevention of mental disorder. The final section is concerned with promotion of mental health. ". . . there is considerable stress placed on the dependence of mental hygiene on both the biological and social sciences. . . . Nor is its dependence on ethico-religious values overlooked. Moreover, this multi-discipline dependence is presented in a general setting of critical concern with canons of sound scientific procedure."—H. D. Arbitman.

5955. Lamson, Warren C. (*National Institute of Mental Health, Bethesda, Md.*) **Integrating mental health services into the community health and welfare program.** *J. psychiat. soc. Wk*, 1955, 24, 244-249.—Basic principles underlying the integration of mental health services into community health and welfare programs are presented, together with some typical obstacles which can prevent effective integration. In illustration the author describes specific experimental programs in a variety of communities. The author emphasizes that professional "experts"

should not assume exclusive responsibility or planning for mental health programs. Ultimately the citizens of community must assume this responsibility, with the help of specialists.—L. B. Costin.

5956. Leader, Arthur L. (*Winter VA Hosp., Topeka, Kans.*) **Some problems in collaboration with psychiatric residents.** *J. psychiat. soc. Wk*, 1955, 24, 225-230.—This paper discusses the difficulties a psychiatric social worker may have in working with residents in psychiatry. The author feels recognition of these difficulties is necessary, since an awareness of common problems shared by the resident and social worker will help the latter assume maximum responsibility for dealing with his own feelings, for contributing to the rounded education of the residents and for giving good service to the patients. In describing these difficulties the author does not infer that positive factors do not predominate in the total relationship between social worker and resident.—L. B. Costin.

5957. Lerner, Arthur. (*Group Therapy Ass. Southern Calif., Los Angeles.*) **Dynamics of help in teaching and counseling.** *Peabody J. Educ.*, 1955, 33, 178-182.—The author presents some observations in the dynamics of help as applied to teaching and psychological counseling. Points included are: (1) the self-help, self-direction, the client's use of his capacities and his participation in the situation, and gaining insight in its dynamic components; (2) the art of listening; (3) constructive supervision to attain self-confidence through understanding and conscious use of knowledge and skills; (4) the phenomena of resistance; (5) acceptance of the individual, per se; and (6) reaching the vital dynamics in the teaching and counseling situation when student or client is "psychically operating."—S. M. Amatora.

5958. Leton, Donald Alphon. **An evaluation of certain methods of teaching mental hygiene.** *Dissertation Abstr.*, 1955, 15, 1555.—Abstract.

5959. Loevinger, Jane. (*Jewish Hosp., St. Louis, Mo.*) **Diagnosis and measurement: a reply to Eysenck.** *Psychol. Rep.*, 1955, 1, 277-278.—Eysenck's results (see 30: 3039) may be in part an artifact of selection. In any case they have not been shown to refute any aspect of psychoanalytic theory. An alternative view of "psychiatric diagnosis as a psychological and statistical problem" is given, which illustrates but does not exhaust the complexities of the topic.—C. H. Ammons.

5960. Shoben, Edward Joseph, Jr. (*Teachers Coll., Columbia U., New York.*) **Counseling.** *Annu. Rev. Psychol.*, 1956, 7, 147-172.—This review for the year ending April, 1955, places major emphasis on the profession of counseling psychology. The major topics covered are: professional development and problems, the counselor, the counseling process and its outcome, psychological measurements, work and occupations. 101-item bibliography.—C. M. Louttit.

5961. Turner, Gary E., & Bodarky, Clifford J. **Inter-discipline functioning: a joint private practice of psychiatry and psychiatric casework.** *Marriage Fam. Living*, 1955, 17, 355-358.—This is a detailed description of the nature of the partnership, the practice and the technique which makes the joint practice "satisfying and rewarding. . . . Both must

like each other as people and respect each other as co-professionals, and accept the fact that in different situations either may be leading the way."—M. M. Gillet.

(See also abstracts 6311, 6314)

METHODOLOGY, TECHNIQUES

5962. Berkowitz, Sidney. (*Jewish Family and Community Service, Chicago, Ill.*) Some specific techniques of psychosocial diagnosis and treatment in family casework. *Soc. Casewk.*, 1955, 36, 399-406.—A series of interviews with a man and his wife are analyzed in order to illustrate: (1) "... objectives and techniques of family casework treatment which are based on psycho-social diagnosis and concern with the improvement of social functioning ..."; (2) the influence of ego-psychology on the formulation and expression of casework objectives and techniques; (3) "... the application in casework practice of some of the recent psychoanalytic concepts of the relation of aggression to the ego and to character formation."—L. B. Costin.

5963. Caveny, E. L., Wittson, C. L., Hunt, W. A., & Herrman, R. S. Psychiatric diagnosis, its nature and function. *J. nerv. ment. Dis.*, 1955, 121, 367-373.—The following four functions of diagnosis are discussed and defended: administrative, therapeutic, research, and preventive.—N. H. Pronko.

5964. Cronbach, Lee J. (*U. Illinois, Urbana.*) Assessment of individual differences. *Annu. Rev. Psychol.*, 1956, 7, 173-196.—Review of major trends in selected literature for the year ending May, 1955, in the area of individual differences. The major sections are: failure of global assessment, clinical process, criterion-oriented studies: ability, nature of abilities, personality measurements, and criterion-oriented studies: personality. 184-item bibliography.—C. M. Louttit.

5965. Ekman, Gösta. Eine neue Methode zur Erlebnisanalyse. (A new approach to the analysis of experience.) *Z. exp. angewand. Psychol.*, 1954, 2, 167-174.—The paper describes "a new method for the multi-dimensional analysis of experience." A list of 20 words denoting emotions was prepared. Each word was paired with every other word in the list, and Ss rated the similarity between the members of each pair on a four point scale. The thus obtained matrix of similarity was factor analyzed. In a second experiment the similarity between each of 14 colors was established by the same method of paired comparison with subsequent factor analysis. English and French summaries.—J. H. Bruell.

5966. Feifel, Herman. (*VA Ment. Hyg. Clin., Los Angeles, Calif.*) Note on hypothetical situations in personality appraisal. *J. clin. Psychol.*, 1955, 11, 415-416.—Two groups of VA hospitalized NP patients were given two hypothetical situations: to indicate what they would wish for if any three wishes could come true and to indicate what three deeds they felt themselves incapable of performing. Patients were 51 neurotics on an open ward and 40 acutely disturbed patients in partial remission on a closed ward. Both groups wished first for health and happiness; achievement wishes were more frequent among the neurotics, social welfare wishes among the acutely disturbed. Both groups selected

an achievement response most frequently as their impossible response. The results in general were quite similar to those from controls from other studies suggesting that the "hypothetical situation technique reflects cultural and conventional stereotypes more than it does personal and idiosyncratic outlook."—L. B. Heathers.

5967. Harper, Robert A. Failure in marriage counseling. *Marriage Fam. Living*, 1955, 17, 359-362.—The author hopes "to stimulate some readers to do more thinking about some of the broader professional principles of marriage counseling, principles that are not yet created, defined, and established." Marriage counseling "is not designed to keep people married ... it should be designed to help people work out their own solutions to problems centering around marriage ... in terms of their own values."—M. M. Gillet.

5968. Heiss, Robert. (*U. Freiburg i. Br., Germany.*) Mitteilung über einen Versuch mit der Handschrift des 28 jährigen Adolf Hitler. (Graphological analysis of a sample of Adolf Hitler's handwriting at age 28.) *Z. diagnost. Psychol.*, 1955, 3, 254-262.—This is a detailed graphological analysis of a photographic specimen of Hitler's handwriting at age 28, prepared as a blind exercise by a graduate student as part of matriculation examination.—H. P. David.

5969. Merton, Robert K., Fiske, Marjorie, & Kendall, Patricia A. (*Columbia U., New York.*) The focused interview; a manual of problems and procedures. Glencoe, Ill.: The Free Press, 1956. xxii, 186 p. \$3.00.—"In revising this small book (see 27: 5132) we have kept it much as it was in organization and substance. We have, however, rewritten every chapter with the aim of making clearer than before the uses, procedures and limitations of the focused interview." An analytical table of contents summarizes the volume.—H. P. David.

5970. Skidmore, Rex A., & Garrett, Hulda van Steeter. (*U. Utah, Salt Lake City.*) The joint interview in marriage counseling. *Marriage Fam. Living*, 1955, 17, 349-354.—A detailed description of three cases shows the problem and points out the dangers involved and the way to avoid these. The Values of Joint Interviews are listed in 8 items, the Safeguards in 10.—M. M. Gillet.

(See also abstract 5798)

DIAGNOSIS & EVALUATION

5971. Armitage, Stewart G., Greenberg, Paul D., Pearl, David; Berger, David G., & Daston, Paul G. (*VA Hosp., Battle Creek, Mich.*) Predicting intelligence from the Rorschach. *J. consult. Psychol.*, 1955, 19, 321-329.—"The problem of the accuracy with which level of intellectual functioning can be predicted from the Rorschach was investigated in two ways. One was an objective, statistical approach and the other a judgmental approach. The attempt to relate, statistically, single or composite Rorschach scoring variables to Wechsler-Bellevue intelligence failed to yield useful estimates of intelligence. Clinicians, using just the Rorschach psychograms, tended to attain somewhat greater accuracy of prediction. When, however, the clinicians judged the Rorschach protocols, fairly accurate esti-

males of intellectual functioning were obtained."—*A. J. Bachrach.*

5972. **Armstrong, Renate Gerboth.** (*East Moline State Hosp., Ill.*) **A reliability study of a short form of the WISC vocabulary subtest.** *J. clin. Psychol.*, 1955, 11, 413-414.—The WISC vocabulary raw scores from 200 records of children referred to the Rock Island County Child Guidance Clinic were selected with even distribution according to age and sex. The Spearman-Brown correction formula yielded a split-half reliability coefficient of .94 for the complete sample. Results suggest that the loss of reliability from the alternate word lists is minimal. *S*'s ranged from 5-0 to 14-11 years of age, 20 of each sex being represented in each two-year category.—*L. B. Heathers.*

5973. **Bensberg, Gerald J., & Sloan, William.** **Performance of brain-injured defectives on the Arthur adaptation of the Leiter.** *Psychol. Serv. Center J.*, 1951, 3, 181-184.—The intent of this study was to determine (1) whether the Arthur adaptation of the Leiter International Performance Scale yields results which are comparable to the Revised Stanford Binet and (2) if the brain-injured defective functions differently from the familial defective on the Leiter. Results obtained from 55 brain-injured and 55 familial mental defectives, matched for mental and chronological age, indicated that the Leiter scores were not significantly different from the Binet scores and that the brain-injured subjects performed essentially the same on the Leiter as did the familiars.—*L. S. Blackman.*

5974. **Bieri, James; Blacharsky, Edward, & Reid, J. William.** (*Harvard U., Cambridge, Mass.*) **Predictive behavior and personal adjustment.** *J. consult. Psychol.*, 1955, 19, 351-356.—The hypotheses that "degree of maladjustment will correlate negatively with predictive accuracy" and that "a positive relationship will exist between degree of maladjustment and the use of assimilative projection in one's predictive behavior" were tested using the Rotter Incomplete Sentences Blank and the Manifest Anxiety Scale. "The results provide no support for either hypothesis. . . ." If the MAS is used as the criterion variable, more pronounced relationships are obtained than with the ISB.—*A. J. Bachrach.*

5975. **Bolin, Byron J.** (*Central State Hosp., Lakeland, Ky.*) **A comparison of Raven's Progressive Matrices (1938) with the ACE Psychological Examination and the Otis Gamma Mental Ability Test.** *J. consult. Psychol.*, 1955, 19, 400.—Brief report.

5976. **Borgatta, E. F., & Eschenbach, A. E.** (*Russell Sage Foundation, New York.*) **Factor analysis of Rorschach variables and behavioral observation.** *Psychol. Rep.*, 1955, 1, 129-136.—15 Rorschach scores, scores for 11 basic categories from Interaction Process Analysis, 3 mental test scores, 7 ratings of aspects of personality and behavior, and 4 items of background information, gathered for 125 male Air Force personnel, were analyzed using Thurstone's complete centroid technique. 8 factors were extracted, 2 defined in terms of Rorschach scores only, 2 in terms of both Rorschach and "external" variables, and 4 in terms of external variables only. As Rorschach scores had little common variation with a number of significant external variables, caution

should be exercised in using these scores.—*C. H. Ammons.*

5977. **Busemann, Adolf.** **Der Aufzähl-Test. Untersuchungen über die Erlebniswelt gesunder und neurotischer Kinder.** (The Object Naming Test; studies of the private worlds of normal and neurotic children.) Munich, Germany: Ernst Reinhardt, 1955. 174 p. S.Fr. 9.00.—In this brief unstructured verbal technique, the subject is asked to name as many visible objects as possible within a 10 minute period. Administration and scoring are described in detail, followed by a discussion of theoretical rationale and protocol interpretation. The productions of normal and disturbed children are compared in terms of developmental trends and psychopathology.—*H. P. Dav'd.*

5978. **Buss, Arnold H.** (*Larue Carter Memorial Hosp., Indianapolis, Ind.*) **A follow-up item analysis of the Taylor Anxiety Scale.** *J. clin. Psychol.*, 1956, 11, 409-410.—A psychologist interviewed 64 NP patients varying in age, sex, and diagnosis. Three other psychologists observed the interview. Each psychologist rated each patient on a five-point scale for manifest anxiety. The patients were later given the Taylor. The correlation between Taylor score and the pooled psychologist rating was .60. Of the 30 items of the scale found to differentiate high anxious from low anxious college students only 14 differentiated high anxious (*N* = 22) from low anxious (*N* = 20) patients.—*L. B. Heathers.*

5979. **Chance, June E.** (*U. North Carolina, Chapel Hill.*) **Prediction of changes in a personality inventory on retesting.** *Psychol. Rep.*, 1955, 1, 383-387.—This study develops and cross-validates an empirical method for predicting from responses made to the first administration of a personality inventory which individuals are likely to change a large number of their responses on a second administration at a later time. The method seems to be a promising means for estimating intra-individual variation effects where it is necessary to know if a personality inventory, administered to the same group of individuals a second time, can be expected to yield results similar to those on the first administration.—*C. H. Ammons.*

5980. **Churchill, Ruth** (*Antioch Coll., Yellow Springs, O.*), & **Crandall, Vaughn J.** **The reliability and validity of the Rotter Incomplete Sentences Test.** *J. consult. Psychol.*, 1955, 19, 345-350.—In a study of the reliability and validity of the Rotter Incomplete Sentences Blank, among the results obtained were the following: "... high interscorer agreement was found among scorers who had relatively little psychological training (a B.A. in psychology or less) and who were trained exclusively on the ISB manual . . . moderate test-retest reliability behavior was found for periods up to three years, suggesting that the ISB measures more than temporary moods . . . normative data obtained in the present study did not differ significantly from the normative data presented by the ISB authors."—*A. J. Bachrach.*

5981. **Dana, Richard H.** (*St. Louis (Mo.) State Hosp.*) **Rorschach scorer reliability.** *J. clin. Psychol.*, 1955, 11, 401-403.—To assess scorer reliability on the Rorschach six records of each of 11 examiners with from one to 11 years of Rorschach experience were rescored by two scorers with four years of ex-

perience. Klopfer scoring techniques were used. Per cent of agreement of each scorer with each examiner was found. To find the N upon which the percentage was based determinant, location, content, and popular scores were each treated as separate items. As in previous studies, it was found that there was about 75% agreement between scorers. "These per cents of agreement appear sufficiently high for research purposes and the extent to which they fall short of optimal agreement may be a function of ambiguous scoring categories or personalized scoring."—L. B. Heathers.

5982. Haglund, Carl A. An attempt to differentiate between certain groups of schizophrenic and neurotic patients by the use of Rorschach composite scores. *Dissertation Abstr.*, 1955, 15, 1785.—Abstract.

5983. Harris, Pearl. (Trenton (N. J.) State Hosp.) Validity of the Grassi-Fairfield Block Substitution Test in differential diagnosis. *J. consult. Psychol.*, 1955, 19, 330.—Brief report.

5984. Horlick, Reuben S. (Walter Reed Army Med. Cent., Washington, D. C.) The discriminant value of Minnesota Multiphasic Personality Inventory items in personality disorders. *J. clin. Psychol.*, 1955, 11, 362-365.—The purpose of this study was to determine which of the scored items of the MMPI would differentiate 50 hospitalized paranoid-schizophrenics from 25 hospitalized anxiety-neurotics and 25 NP out-patients. All S's were male patients of an army hospital. The age and educational level of the three groups were very similar. Data are presented showing the scale distribution of the items which differentiated each group from the other two groups. In general, differentiating items occur more frequently where they would be expected, but a number of items are misplaced and others appear non-discriminatory on the basis of the above comparison.—L. B. Heathers.

5985. Hurley, John R. (State U. Iowa, Iowa City.) The Iowa Picture Interpretation Test: a multiple-choice variation of the TAT. *J. consult. Psychol.*, 1955, 19, 372-376.—"The Iowa Picture Interpretation Test (IPIT) is the product of an attempt to integrate the objective and quantitative advantages of traditional paper and pencil personality measures with the so-called 'depth' of projective techniques. This report is a brief account of the IPIT's methodology and presentation of its normative, reliability, and intercorrelational characteristics. Some implications of these data are discussed."—A. J. Bachrach.

5986. Jacobsen, Eldon Ernest. Assessment of adjustment in children and adolescents: reliabilities and interrelationships concerning common group tests and ratings and their relationships to judgments from clinical tests. *Dissertation Abstr.*, 1955, 15, 1653.—Abstract.

5987. Jordon, Thomas Edward. The utility of the coloured Progressive Matrices. *Dissertation Abstr.*, 1955, 15, 1554.—Abstract.

5988. Kahn, Samuel. Rorschach resume; Rorschach inkblot personality testing. Ossining, N. Y.: Optic-Press, n.d. vii, 62 p.—"No attempt has been made in this brief resume to give detailed instructions on administration, scoring, tabulation or

other technical data on the specific Rorschach techniques and interpretations, but there have been summarized some important highlights and suggestions which may prove useful to the trained technician."—H. P. David.

5989. Kottenhoff, Heinrich. (Univ. Clinic, Innsbruck, Austria.) Bender's Gestalt-Test und die Untersuchung des Cerebralen Funktionswandels. (Bender's Gestalt Test and the examination of changes in cerebral functions.) *Psychol. Beitr.*, 1955, 2, 40-55.—After briefly describing the Bender Gestalt test, the Pascal-Suttell scoring method, test advantages and limitations in diagnosing cerebral functions, the author analyses protocols obtained from 300 subjects, representing varied clinical and non-clinical populations. Qualitative and quantitative differences are noted, leading to further discussion of cerebral functions, changes, regression, and impairment. 29 references. English and French summaries.—H. P. David.

5990. LaForge, Rolf. (U. California, Berkeley.), & Suczek, Robert F. The interpersonal dimension of personality: III. An interpersonal check list. *J. Pers.*, 1955, 24, 94-112.—"An interpersonal check list to instrument an interpersonal personality system is presented. . . . Guiding principles and two problems arising in the development of ICL are described. . . . Sample statistics and tentative norms are reproduced. Clinical and research applications are indicated. 13 references.—M. O. Wilson.

5991. Levitt, Eugene E., & Lyle, William H., Jr. (U. Iowa, Iowa City.) Evidence for the validity of the children's form of the Picture-Frustration Study. *J. consult. Psychol.*, 1955, 19, 381-386.—"Twenty-four high and twenty-eight low scorers on the Problem Situations Test, a verbal measure of punitiveness in children, were administered the children's form of the Rosenzweig Picture-Frustration Study. Major findings in general reflect favorably on the validity of the P-F; the Highs on the PST gave significantly more extrapunitive responses and significantly fewer intrapunitive responses on the P-F than the Lows. In addition, the Highs were more frequently ego-defensive in their responses, and less need-persistent."—A. J. Bachrach.

5992. Lindzey, Gardner, & Heinemann, Shirley H. (Harvard U., Cambridge, Mass.) Thematic Apperception Test: individual and group administration. *J. Pers.*, 1955, 24, 34-55.—The two procedures for TAT were compared as to the following: (1) scores, (2) means and variances, (3) comparison of TAT scores and scores on questionnaires, self-ratings, and a sentence completion test, (4) capacity to produce distinct protocols for males and females, (5) productivity of stories with more words and ideas, (6) variations in the length of time for each procedure. Overall, the differences were small. 21 references.—M. O. Wilson.

5993. Mayzner, Mark S., Jr., Sersen, Eugene, & Tresselt, M. E. (New York U.) The Taylor Manifest Anxiety Scale and Intelligence. *J. consult. Psychol.*, 1955, 19, 401-403.—"The present study obtained correlations between the Taylor anxiety scale and both the W-B (individual testing) and ACE (group testing) for a college population. All correlations obtained were positive but insignificant. It was suggested that on the basis of these findings,

the conclusions of Grice and Kerrick, that a significant negative correlation exists between anxiety and intelligence scores, is at the present time limited to specific testing conditions."—*A. J. Bachrach.*

5994. Mulford, Harold A., Jr. Toward an instrument to identify and measure the self, significant others, and alcohol in the symbolic environment: an empirical study. *Dissertation Abstr.*, 1955, 15, 1667-1668.—Abstract.

5995. Murphree, Henry B., & Carnaghan, Jean G. (USN Sub. Base, New London, Conn.) A hypothetical basis for quantitative scoring of the Navy Thematic Apperception Test (N-TAT). *USN Submar. Med. Res. Lab. Rep.*, 1955, 14(7), (No. 267), 33 p.—A method for scoring the N-TAT is reported based on the analysis of protocols of 120 men. An operational hypothesis was evolved holding that if an individual is able to assess accurately and empathetically the group of which he is a member and his relationship with the group, he will be able to get along well with them. Putting this theory into operation, a scoring technique was evolved based on frequency of occurrence of various themes; this rated the man's conformity with the general reactions of the majority of the group.—*B. Kutner.*

5996. Pearl, David (VA Hosp., Battle Creek, Mich.), & Jacobs, Durand. Sociometric choice and the Szondi test. *J. clin. Psychol.*, 1955, 11, 385-388.—It was hypothesized that persons making similar affective judgments of others would be more similar on their Szondi choices than those making dissimilar affective judgments. S's were 39 adult male veteran NP cases on a privileged ward. Affective judgments of ward mates were made by Q-rating their photographs. 40 pairs of patients with significantly similar ward sociometric choice and 40 pairs with the most dissimilar sociometric choices were compared in Szondi test choices. Similar sociometric choice groups had a larger number of agreements than disagreements; they tended to be more alike on the pictures disliked than on the pictures liked. The results are not interpreted as support for Deri's theories.—*L. B. Heathers.*

5997. Pumproy, Shirley S. (U. Washington, Seattle.), & Kogan, William S. The reliability of Wittenborn's scales for rating currently discernible psychopathology. *J. clin. Psychol.*, 1955, 11, 411-412.—"Eleven closed ward psychiatric patients were rated by each of four raters on Wittenborn's scales for rating currently discernible symptom patterns. Two doctors and two nurses rated each patient. The results of this reliability study were as follows: 1. Patient's own doctor rated all scales higher. 2. Different raters stressed different symptom clusters. 3. Amount of agreement on individual patients was relatively low. 4. Scales involving inferences as to internal state of the patient showed low reliability. 5. Acute anxiety and phobic compulsive scales were least reliable."—*L. B. Heathers.*

5998. Ransom, Dorothy. The experimental use of electron micrographs as a supplement to the Rorschach ink blot technique. *Psychol. Rep.*, 1955, 1, 203-220. (Monogr. Suppl. 3).—A proposal for use of electron micrographs in clinical and experimental psychology. A series of four modifications of the same basic micrograph were utilized in parallel with the Rorschach. Detailed protocols for 10 sub-

jects were given and analyzed to illustrate the qualitative information which can be gained. Methods of interpretation are explained, and interpretations are contrasted with those from the Rorschach.—*C. H. Ammons.*

5999. Reitan, Ralph M. (Indiana U. Med. Cent., Indianapolis.) The relation of the Trail Making Test to organic brain damage. *J. consult. Psychol.*, 1955, 19, 393-394.—The Trail Making Test was administered to brain damaged and hospitalized control subjects. The results indicated that "this short, inexpensive, and easily administered test may be a fairly valid indicator of certain effects of brain damage."—*A. J. Bachrach.*

6000. Rindlisbacher, A. Die Taylor-Skala für manifeste Angst (MAS). (The Taylor Scale for manifest anxiety (MAS).) *Schweiz. Z. Psychol. Anwend.*, 1955, 14, 235-240.—Various aspects of the Taylor Scale are described, as its construction, reliability, validity, the influence of factors other than anxiety upon the score, and its use in therapy. The discussion is critical and the final judgment cautious. Only certain aspects of anxiety can be uncovered by the scale and even these not with complete certainty. Nevertheless, the scale can be useful in certain situations.—*K. F. Muenzinger.*

6001. Schlismann, Annemarie. (Psychological Institute, 41 Schoepfstrasse, Innsbruck, Austria.) Die Sprache im Test als Basis objektiver Messung. (Objective scores based upon the verbalizations of a testee.) *Z. exp. angewand. Psychol.*, 1954, 2, 268-290.—Various samples of German prose were analyzed. It was found that the number of verbs and adjectives used by the author revealed his emotional involvement in the subject matter treated. It is proposed to use this fact in testing. Counting the number of verbs and adjectives used by the testee permits drawing conclusions concerning his actual feelings regarding the things he says in a testing situation. English and French summaries.—*J. H. Bruell.*

6002. Schneider, Bertram H. The effect of varying time intervals on the reproduction and recall of Rorschach responses on retest. *Dissertation Abstr.*, 1955, 15, 1653-1654.—Abstract.

6003. Sinha, Shashilata. The experimental study of the level of aspiration. *J. Educ. & Psychol.*, Baroda, 1955, 13, 91-96.—A review of some experimental studies done in the West on the level of aspiration. "The level of aspiration techniques are used these days as an instrument to compare different culture[s] and to characterize their systems of values in a quantitative way, and also for measuring individual differences." 12 citations.—*D. Lebo.*

6004. Sinick, Daniel. The effect of encouragement on the test performance of subjects with varying amounts of anxiety. *Dissertation Abstr.*, 1955, 15, 1789-1790.—Abstract.

6005. Stotsky, Bernard A. (VA Hosp., Brockton, Mass.) Differential responses of normals, psychoneurotics, and psychotics on Rorschach determinant shift. *J. consult. Psychol.*, 1955, 19, 335-338.—The determinant shift from free association to inquiry on the number of pure form responses, the total number of shading responses, and the total number of color responses was studied in groups of psychotics, neurotics and normals. It was indi-

cated that normals and neurotics showed significantly greater shift than the psychotic group in pure form and shading responses, while "normals and psychoneurotics did not differ significantly for any of the three variables." The author suggests that these findings may favor "an interpretation of determinant shift as a measure of the sensitivity of the subject to examiner cues, rather than as a measure of flexibility."—A. J. Bachrach.

6006. Swensen, Clifford H., & Newton, Kenneth R. (U. Tennessee, Knoxville.) **The development of sexual differentiation on the Draw-a-Person test.** *J. clin. Psychol.*, 1955, 11, 417-419.—"The Draw-a-Person Test was administered" in a group situation "to 163 grade school students and to twenty-two college" sophomores. "The drawings were rated for sexual differentiation and the sex of the first drawn figure was noted. It was found that sexual differentiation increased with increased age. Up to the eighth grade the girls differentiated significantly better than boys between the sexes. Beyond the eighth grade there was not a significant difference between the sexes in sexual differentiation. Tendency of subjects to draw their own sex first did not appear to be related to increased sexual differentiation on the drawings." The N's vary for grade and for sex at any given grade; for example, at Grade 7 there are seven boys and 17 girls.—L. B. Heathers.

6007. Wamba, Donald E. (Public Schs, Corona, Calif.), & Marzolf, Stanley S. **Use of eye movements as a response indicator in testing the physically handicapped.** *J. clin. Psychol.*, 1955, 11, 405-407.—A piece of equipment is described for testing those who cannot use speech or coordinated hand or arm movements to indicate their response. The technique was tried on a group of 46 children ranging in age from 6 to 11 and using the Progressive Matrices Test. The group was split at random and the order of presentation of the two forms of the test—booklet and the eye-response adaptation—was counterbalanced. The correlation between the scores obtained under the two methods of presentation was about .85.—L. B. Heathers.

6008. Zimmer, Herbert. (A.F. Personnel and Training Res. Cent., Maxwell AF Base, Ala.) **Prediction by means of two projective tests of personality evaluations made by peers.** *J. clin. Psychol.*, 1955, 11, 352-356.—"This experiment sought to determine the accuracy with which specific personality characteristics can be predicted by means of two projective tests: a sentence completion test and human figure drawings. The criterion scores on eight personality traits for 73 subjects were derived from the rankings of each subject by his fellow bomber crew members. . . . The obtained median reliability of criterion scores was .82. Three judges attempted to predict the criterion scores by means of a 'blind,' over-all evaluation of each projective test, judged independently. Median interjudge reliability was .32 for each test. The median correlations between judges' predictions and the criteria were .15 for the sentence completion test, .16 for the human figure drawings, and .17 for the judges' pooled evaluation of both tests employed independently."—L. B. Heathers.

(See also abstracts 5441, 5477, 5490, 5933, 6065, 6079, 6093, 6217, 6349)

TREATMENT METHODS

6009. Anell, Anna-Lisa. **Insulin shock treatment in children with psychotic disturbances.** *Acta psychother. psychosom. orthopaedagog.*, 1955, 3, 193-205.—A series of 50 psychotic children under 11 years was treated by insulin coma with encouraging results. None has recovered completely, but 28 improved. Follow-up within 6 years show 8 recovered, 15 with marked improvement, and 8 deteriorated. No serious complications were noted during or after therapy. French and German summaries.—G. Rubin-Rabson.

6010. Auld, Frank, Jr., & Murray, Edward J. (Yale U., New Haven, Conn.) **Content-analysis studies of psychotherapy.** *Psychol. Bull.*, 1955, 52, 377-395.—The absence of permanent records, of objective measures, and of appropriate theoretical frameworks, has retarded research on psychotherapy. Recently, however, sound recording of interviews, content-analysis methods, and the advent of psychological theories have strengthened research possibilities in psychotherapy. These new developments, in terms of the literature on content analysis of recorded interviews, are reviewed under the categories of methodological studies (development of measures), descriptive studies, and theoretically oriented studies. 99 references.—R. Perloff.

6011. Baker, Louise. **"The Written Troubles" of the handicapped.** *New York State Education*, 1953, 41, 203-205.—Bibliotherapy in the resolution of psychological and social problems of the handicapped is of proven value but reading material should be selected with care and discrimination to help both the patient and those around him. Several specific needs of the handicapped, in terms of reading material are discussed and the author avers that "only a book that interprets the dynamics of personality problems can be effective therapeutically." Such books are of value to the non-handicapped, too, providing them interpretation and understanding of differences.—L. D. Summers.

6012. Balint, Michael. **Psychotherapeutische Ausbildung des praktischen Arztes.** (Training in psychotherapy for the general practitioner.) *Psyche, Heidel.*, 1955, 9, 370-389.—It is generally agreed that at least one-fourth of the general practitioner's activity is psychotherapeutic in essence. To improve his ability in this sphere, a course of training in psychotherapy is described. During weekly case conferences 6-8 physicians meet as a group with the leader, a psychoanalyst. Not lectures, but discussions of cases from the practitioners' own practice form the backbone of the course. Although only 15 of the 36 who started are finishing a two year course, the changes of viewpoint in the group are encouraging. Two case write-ups by participants are included. An English version of this appeared in *Brit. Med. J.*, 1954, 1, 115ff.—E. W. Eng.

6013. Bally, Gustav. **Ordnung und Ursprünglichkeit, Zuwendung und Ziel.** (Order and "originalness," "giving heed" and goal.) *Psyche, Heidel.*, 1955, 9, 329-349.—Changes in the patients, doctrines and approaches of psychotherapy have changed from Freud's day to the present. Emphasis has increasingly shifted from oedipal problems involving paternal authority to preoedipal problems involving

maternal nurture, and from detachment in psychotherapy to more direct encounter. This is related to the increasing "homelessness" and breakdown of the traditional orders of existence for modern men. Only the development of a genuine "heedfulness" toward one's fellow man will enable us to realize the goal of a new order out of our "originalness." English summary.—E. W. Eng.

6014. Bérard, E., & Lairy, G. C. (Hôp. Psychiat. Bonneval, France.) **Quelques remarques sur l'électroencéphalogramme au cours de l'hibernation artificielle.** (Some remarks on the electroencephalogram during the course of artificial hibernation.) *EEG clin. Neurophysiol.*, 1955, 7, 545-552.—EEGs were recorded at 15 minute intervals during several days of artificial hibernation in 5 chronic mental patients. During the first hours very slow, high-voltage waves dominate the record; then gradually the slow waves diminish and the pattern remains stable for the remainder of the period of hibernation. The transition back to wakefulness is very rapid. Reactivity of the cortex to sensory stimulation is greatly reduced during hibernation. EEG changes reflect the central action of the drugs used and are practically independent of body temperature.—R. J. Ellingson.

6015. Bergler, Edmund. **Practical and technical problems presented by the patient's lies about the analyst during psychoanalytic treatment.** *Samikša*, 1955, 9, 81-92.—These lies were told exclusively by psychopathic personalities, typically after the development of the transference neurosis. Their purpose is mobilization of fury against the analyst and masochistic expectation of retaliation from the analyst. The analyst must contradict these lies in general terms. These patients are inaccessible to interpretations. More than a simple neurosis is involved. These cases are professional risks which cannot always be avoided.—D. Prager.

6016. Blassingille, B. (V. A. Hosp., Tuskegee, Ala.) **Rehabilitation of Negro post-leukotomy patients.** *J. nerv. ment. Dis.*, 1955, 121, 527-534.—A review is presented of the post-leukotomy rehabilitation program at the V.A. Hospital at Tuskegee, Alabama, in an attempt to critically evaluate and compare it with similar programs elsewhere and to note the cultural, social, and economic problems that characterize the rehabilitation of the Negro leukotomized veteran. 51 references.—N. H. Pronko.

6017. Bohm, Ewald. **Projektionsmethoden und Persönlichkeitsforschung.** (Projective methods and personality research.) *Jb. Psychol. Psychother.*, 1955, 3, 209-220.—Correlation of various types of projective methods with different segments of the personality process. Interpretative and associative tests utilize incoming impressions; expressive, role-playing and plastic tests utilize behavior responses; while "choice tests" disclose latent drive tendencies. Each personality test involves an implicit set of categories of personality analysis, even though at present these have, for the most part, not been worked out.—E. W. Eng.

6018. Branfman, Theodore. **Modesty as a quasi-moral resistance.** *Psychoanal. Rev.*, 1955, 42, 304-306.—Modesty implies restricted exhibitionism. Mother taught me not to show off. If I gave other than modestly, I'd be showing off. This quasi-moral-resistance-use of modesty precepts must be destroyed

before favorable analytic change can be effected.—D. Prager.

6019. Brouwer, Jacob (V.A. Hosp., Sheridan, Wyo.), & Brown, Richard R. **The relatives' conference in an "isolated" neuropsychiatric hospital.** *J. psychiat. soc. Wk*, 1955, 24, 215-219.—In order to facilitate a better working relationship between hospital staff social workers and the families of patients, regular conferences between social workers and relatives were developed. The results are described. In general, the authors feel that communication between patient and relative as well as between social worker and relative was increased. The conferences seem to encourage the coordination of, and cooperation with, the various hospital services. A large majority of relatives felt that such conferences should be continued and that they helped them gain a better understanding of mental illness.—L. B. Costin.

6020. Cartwright, Desmond S. (U. Chicago, Ill.) **Success in psychotherapy as a function of certain actuarial variables.** *J. consult. Psychol.*, 1955, 19, 357-363.—"Counselor ratings of success in client-centered psychotherapy for 78 clients were examined in relation to variables of sex, age, student vs. nonstudent status, and length of therapy. It was found that neither sex nor age were significantly related to degree of rated success. Students were somewhat more successful than nonstudents. . . . The relation between length of therapy and success rating was complex, with the total sample falling into . . . short-case clients [and] long-case clients. Within each group there was a strong positive relation between number of interviews and success rating. A 'failure zone' ranging around 17.5 interviews was interpreted as a period during which potentially long-case clients dropped out of therapy. . . ."—A. J. Bachrach.

6021. Chance, Erika, & Atkinson, Stuart E. (Child Study Center, Inst. Penn. Hosp., Philadelphia.) **Some interpersonal characteristics of individual treatment.** *Int. J. soc. Psychiat.*, 1955, 1 (3), 5-22.—The respective attitudes and expectations of 32 mothers and their women therapists were examined in terms of statements and verbalizations concerning the interpersonal experiences which characterize the therapist in the eyes of the patient and the patient from the viewpoint of the therapist. 9 references.—R. M. Frumkin.

6022. Devereux, George. (Devereux Foundation, Devon, Pa.) **Acting out in dreams: as a reaction to a break-through of the unconscious in a character disorder.** *Amer. J. Psychother.*, 1955, 9, 657-660.—Excerpts from two therapy sessions with an acting out juvenile delinquent show that "a judicious transitory use of the couch may serve as a means of mobilizing anxiety, in order to hasten the emergence of emotional responses and to consolidate insights which had already penetrated into the preconscious, but whose emergence into the conscious is blocked by character defenses. The case serves to illustrate also the impact which a first 'collision with the unconscious' may have on a character disorder, and how this impact may trigger off the tendency to 'act out' which may precede verbal insight."—L. N. Solomon.

6023. Dreikurs, Rudolf. (Chicago (Ill.) Med. Sch.) **Group psychotherapy and the third revolution in psychiatry.** *Int. J. soc. Psychiat.*, 1955, 1

(3), 23-32.—"The advent of group psychotherapy marks a decisive and even revolutionary step in the development of psychiatry as a whole. . . . The first revolution placed the psychiatrist in mental hospitals, the second removed him from the hospital and put him into the private office. The third takes him from the confines of his office into the center of the community." 25 references.—R. M. Frumkin.

6024. Filmer-Bennett, Gordon. (Norfolk (Nebr.) State Hospital.) **The Rorschach as a means of predicting treatment outcome.** *J. consult. Psychol.*, 1955, 19, 331-334.—The present study indicated that the Rorschach alone is not adequate as a measure of how a patient will react to therapy. The author suggests, however, that there is a ". . . need for re-examining the Rorschach's prognostic effectiveness under conditions which focus exclusively upon the use of, say, psychotherapy or one of the shock therapies."—A. J. Bachrach.

6025. Frankl, Viktor E. (U. Vienna, Austria.) **The concept of man in psychotherapy.** *Pastoral Psychol.*, 1955, 6(58), 16-26.—Man has a spiritual dimension and consequently a will-to-meaning, frustration of which may produce neurosis. A therapist who ignores this gives one of his most valuable assets away. Life may be given meaning through suffering which is unavoidable. Logotherapy, a psychotherapy which starts from the spiritual, becomes medical spiritual care when it is concerned with the capacity to endure suffering. Logotherapy is education to responsibility; to freedom from domination by instincts, inheritance, and environment; and to the capacity to decide.—A. Eglash.

6026. Freedman, Abraham. **Observations on the treatment situation in carbon dioxide therapy.** *J. nerv. ment. Dis.*, 1955, 121, 359-366.—"Fourteen patients were treated according to the method of Meduna with inhalations of a gas mixture containing 30 per cent carbon dioxide and 70 per cent oxygen. The results were as follows: One patient was markedly improved and sustained the improvement; one patient improved and sustained the improvement; two patients temporarily improved and then relapsed; two patients developed psychotic reactions and had to receive electroshock therapy; one patient (a stammerer) claimed to have improvement but there was no supportive evidence of change; two patients showed no improvement; five patients stopped treatment."—N. H. Pronko.

6027. Freudenthal, Kurt. (VA Regional Off., Baltimore, Md.) **Need for research in the area of treatment relationships.** *Soc. Casework*, 1955, 36, 369-371.—Suggestions for studies to show the validity of therapeutic interpersonal relationships are made. The author considers these questions as vital in any such investigation: (1) who can benefit from relationship therapy; (2) how do we know when maximum benefit has been achieved; (3) what is the relationship between cause and effect in therapy; (4) exactly what specific professional training and experience are really necessary for the practice of relationship therapy. Suggestions for study designs are given.—L. B. Costin.

6028. Harris, Robert E. (U. California, Sch. Med., San Francisco.) **Clinical methods: psychotherapy.** *Annu. Rev. Psychol.*, 1956, 7, 121-146.—A review based on a search of the literature for the

year ending April, 1955, with selection criteria being essentially the reviewer's evaluation of reports as being significant to research or practice of psychotherapy. The major divisions are: individual psychotherapy; prediction, course, and outcome, and process and the technique; psychoanalysis and psychoanalytic therapy; group psychotherapy. 113-item bibliography.—C. M. Louttit.

6029. Henderson, Joseph L. **Analysis of transference in analytical psychology.** *Amer. J. Psychother.*, 1955, 9, 640-656.—The case history of a thirty-five year old married woman is presented to illustrate that how the transference should be dealt with is to be found only in experience drawn from the material of the patient's dreams and fantasies and from other forms of direct and indirect communication. It is contended that every dream that the patient has about his analyst is a clue to the nature of his transference and should be diligently studied to unlock its meaning.—L. N. Solomon.

6030. Howard, Alvin R. (VA Hosp., Chillicothe, O.) **The patient speaks: psychologist-patient relations.** *J. clin. Psychol.*, 1955, 11, 381-385.—"The recorded comments of a former mental hospital patient are presented as a means of increasing the psychologist's understanding of his role in various interpersonal relationships. The subject expresses his attitude on various issues of direct concern to psychologists and offers suggestions for improving the relations between psychologist and patient. His views reinforce the need for more critical evaluation of various functions of the psychologist."—L. B. Heathers.

6031. Krapf, Eduardo E. **Über die Sprachwahl in der Psychoanalyse von Polyglotten.** (The choice of language in the psychoanalysis of polyglots.) *Psyche, Heidel.*, 1955, 9, 401-413.—"The common denominator of the various motivations underlying the choice of language in the psychoanalysis of polyglots is the general tendency of anxiety avoidance. A person is inclined to use that language which is least likely to elicit anxiety in a particular situation or, conversely, that language most apt to provide a feeling of security." The language of birth is the language of the id, and the later language is often used to maintain repression of the unresolved infantile conflicts. When the infantile superego is extremely strong, it may be helpful to begin analysis in the later language. In some cases the choice of the later language represents a symbolic choice of strength by the ego in the face of infantile anxieties. Illustrated with clinical examples.—E. W. Eng.

6032. Lenzner, Abraham S. **Countertransference and the resident on leaving his patient.** *J. Hillside Hosp.*, 1955, 4, 148-150.—Countertransference problems of four residents about to complete their year at an analytically oriented mental hospital were evidenced by their avoidance of discussing the important reality of leaving with their patients. Supervisory discussion revealed omnipotent fantasies, denial of aggressive feelings, positive identification with the patient, and irrational guilt. Artificial separation can be utilized in a positive manner for the resident and the patient.—C. T. Bever.

6033. McGee, Eugene N., & Rogers, Lawrence S. (VA Hosp., Denver, Colo.) **The use of the intake interview in predicting length of stay in psy-**

chotherapy. *J. Colo.-Wyo. Acad. Sci.*, 1956, 4(7), 54.—Abstract.

6034. Mass, Philip. (The Neuropsychiatric Clinic of St. Louis.) The role of the social worker in private psychiatric practice. *J. psychiat. soc. Wk*, 1955, 24, 238-242.—On the basis of his experience the author describes the role of a social worker working with a psychiatrist in private practice. According to the author such an occurrence is relatively rare. Brief descriptions of the types of patients seen by the social worker are described as well as their reactions to him. The writer concludes that other social workers might well benefit from exploring the possibilities of working with psychiatrists in private practice.—L. B. Costin.

6035. Müller-Braunschweig, Carl. Zur menschlichen Grundhaltung, Psychologie und Technik der psychoanalytischen Therapie. (Basic human attitudes, psychology, and technique of psychoanalytic therapy.) *Psychol. Beitr.*, 1955, 2, 56-69.—A therapist's basic attributes should include the conviction that there are constructive forces in nature and in history; that the power of love is at least as important as scientific research; that the patient's personality is unique and that his rights as an individual must be respected; and that the patient can become more independent if it is recognized that he has both a past and a future, and is aided in his slow awareness of dependence. The psychology of fixation is briefly considered. English and French summary.—H. P. David.

6036. Power, Thomas D. Reversal of evolution in insulin coma. *J. nerv. ment. Dis.*, 1955, 121, 535-544.—From observations of a hundred patients undergoing deep insulin therapy, it is claimed that going into coma shows a gradual reduction of nervous functioning to the level of the fetus and the newly born. A parallel occurrence appears on the mental side as revealed in concern with early experiences and phantasies of the beginning of life. Both are said to show an apparent mental and physical reversal of life's journey.—N. H. Pronko.

6037. Putter, Zetta H. Social group work at Hillside Hospital. *J. Hillside Hosp.*, 1955, 4, 151-160.—The Group Activities Department at Hillside Hospital participates in the treatment-oriented program for patients. The training of the group personnel is outlined and the objectives of group work discussed.—C. T. Bever.

6038. Rose, Louis. Some aspects of paranormal healing. *J. Soc. psych. Res., Lond.*, 1955, 38, 105-126.—This is a survey of what has commonly been accepted as "unorthodox healing." "Healing" has been known to induce comparative well-being by some form of personal contact, physical or mental. In a study of 90 cases: 58 had no medical records, so claims could not be confirmed; 22 had records so much at variance with claims, that they were useless; 2 cases suggested aid in organic conditions; 1 with organic disability was relieved; 3 cases improved but relapsed; 4 showed improvement in function, but not organically; and 1 gained no benefit. Many testimonials on improvement are discussed. 33 references.—O. I. Jacobsen.

6039. Rudin, Joseph. Die Tiefenpsychologie und die Freiheit des Menschen. (Depth psychology

and human freedom.) *Jb. Psychol. Psychother.*, 1955, 3, 194-208.—The experience of freedom in varying degrees is a central problem of depth psychology and therapy. Neurosis is a crisis of freedom, and depth therapy "a midwifery of freedom." The neurotic usually shifts between ambivalent attitudes toward freedom, between fear of and fear for his freedom, between exaggeration and depreciation of personal freedom. These positions, variously linked, give rise to a longing for genuine freedom. This can be realized only through free participation in an order of values and meaning that transcends the individual self. Explicit emphasis on freedom during psychotherapy, however, only tends to interfere with the realization of this possibility.—E. W. Eng.

6040. Scheidlinger, Saul. (Community Serv. Soc., New York.) The concept of identification in group psychotherapy. *Amer. J. Psychother.*, 1955, 9, 661-672.—The interpersonal relations within a group compose a network of positive and negative forces, the former tending to strengthen group unity, the latter tending to be centrifugal in nature. The concept of identification is given detailed consideration as one of the positive forces in group psychotherapy. It is suggested that what some people have termed a basic positive transference in the process of group therapy might rather be thought of as a basic identification preceding and accompanying the emergence of the group transferences. 21 references.—L. N. Solomon.

6041. Scott, E. M. (Eastern Ore. State Hosp., Pendleton.) 'Will' and religion as useful adjuncts in psychotherapy. *Psychol. Rep.*, 1955, 1, 379-381.—After psychology became scientific it shunned the notions of volition and religion. There now appears a growing interest in these concepts. Two cases have been presented to show that they are timely adjuncts to psychotherapy. Although one should not generalize from these cases, one can not gainsay the validity of these notions in the cases of some clients, regardless of one's penchant for eristic.—C. H. Ammons.

6042. Seguin, C. Alberto. (Huancavelica 470, Lima, Peru.) Language and psychotherapy. *J. nerv. ment. Dis.*, 1955, 121, 564-567.—An attempt is made to systematize and relate the functions of language and the functions of psychotherapy that would go beyond the limited conceptions of school or procedure. Three language functions are related to four distinct psychotherapeutic methods.—N. H. Pronko.

6043. von Gebattel, Victor Emil. Über die Anwendung anthropologischer Gesichtspunkte im Gebiet der Psychotherapie. (The application of anthropological viewpoints in psychotherapy.) *Jb. Psychol. Psychother.*, 1955, 3, 125-133.—The central task of a philosophical anthropological psychotherapy is to enable "the individual human" to rediscover the meaning of "the human person." Neurosis represents an attempt to disguise a contradiction between one's life as an individual human and one's possibilities as a human person. The two contrasting temptations for psychotherapists are: to deny one has a value-position, and to use values to direct a patient before one has removed the cataract that prevents the person from seeing the values.—E. W. Eng.

6044. Weiss, James M. A. (Malcolm Bliss Psychiatric Clinic, St. Louis, Mo.) The role of the

psychotherapist in military training centers. *Milit. Med.*, 1956, 118, 95-108.—The therapist's role in military training centers is defined, structured, and limited by the expectations of the military service, the therapist, and the patient. The psychiatrist is expected to provide a therapeutic program that will assist the patient in adjusting to military duty and he is expected to operate within the military framework. To be effective, the therapist must adapt to his role in the military service, and must make his expectations coincide with those of the service. Evaluation, therapy, disposition and follow-up phases of the psychiatric program are described with emphasis placed upon recognition of reality problems and use of secondary gains. Evidence is presented that such a modified type of psychotherapy can be successfully utilized in the military situation.—S. L. Freud.

6045. White, Victor. *Die Einheit der Person.* (The unity of the person.) *Jb. Psychol. Psychother.*, 1955, 3, 263-268.—Every psychotherapist has a conception of human nature and existence, implicitly or explicitly, and it is desirable he realize what it is. On the other hand, a particular theoretical orientation too strictly adhered to can trammel his receptivity for the unpredictable details of his patients' experiences. Frankl's "logotherapy" is criticized for its intellectual overemphasis on "freedom." This is contrasted with the more "open" character of Jung's views. The position of Thomas Aquinas on the "psyche" is discussed as upholding the natural and divine unity of the soul.—E. W. Eng.

6046. Whitman, Roy M. (U. Chicago Med. Sch., Ill.), & Young, Imogene S. *Psychiatric social work in a brief therapy program in an adult out-patient clinic.* *J. psychiat. soc. Wk.*, 1955, 24, 210-214.—Observations of the work of the psychiatric social worker in an adult out-patient clinic revealed that she not only carried out traditional functions, but made an unusual and specific contribution to the psychotherapeutic programs of certain patients. This article describes these contributions both with respect to the initial formulation of treatment plans as well as the facilitating effect this social work activity had on the ensuing psychotherapy. The brief psychotherapeutic approach described is based on principles which have been elaborated by Alexander and French.—L. B. Costin.

6047. Wissner, Fred. *The improvement of a clinic population undergoing psychotherapeutic treatment: Pascal and Suttell's quantification of the Bender-Visual Motor Gestalt Test as a predictive instrument in psychotherapy.* *Dissertation Abstr.*, 1955, 15, 1910-1911.—Abstract.

(See also abstracts 5475, 5479, 5499, 5501, 5504, 5517, 5528, 6171, 6198, 6249)

CHILD GUIDANCE

6048. Bard, J. A., Sidwell, R. T., & Wittenbrook, J. M. *A practical classification for emotionally disturbed children treated in a welfare setting.* *J. nerv. ment. Dis.*, 1955, 121, 568-572.—On the basis of the kind and degree of standards introjected, children are classified as healthy, asocial, psychoneurotic and anti-social for the purpose of diagnosing emotionally disturbed children upon a basis of personality

theory that can also furnish a hypothesis about what needs to be done in therapy.—N. H. Pronko.

6049. Batliwalla, B. (*Parsee Panchayst, Bombay.*) *Psychotherapeutic relationship with children.* *Ind. J. soc. Wk.*, 1955, 16, 104-108.—Various factors are said to influence a psychotherapeutic relationship. It is felt most important that the psychodynamics of children and the process of therapy be imparted to all concerned in the treatment of an emotionally ill child.—R. Schaef.

6050. Buchmüller, A. D., & Gildea, Margaret C.-L. *Group therapy for parents of behavior problem children in public schools.* *Int. J. soc. Psychiat.*, 1955, 1(3), 51-56.—"... a group therapy program with parents operates most smoothly in a lower-middle to upper-lower class area where there is a degree of social uniformity and no unusual minority or discriminatory sentiments."—R. M. Frumkin.

6051. Johnson, Elizabeth Z. (*V. A. Hosp., Lexington, Ky.*) *The 'problem children' of school and home.* *Psychol. Rep.*, 1955, 1, 371-378.—Parents and teachers of 149 fourth grade children were asked to rate these children for "problem behavior." Consensus obtained for 17 of the 55 children. Criteria determining adult descriptions of "problem behavior" were found vague and subjective. When responses of the children to a puppet play involving Mother Sheep, Lamb, and Teacher were investigated, the "problem group" was found to display statistically more introjection of guilt than the "non-problem" group. Children considered "mild problems" seemed to show more introjection than those rated "severe problems." This latter group also had a mean IQ significantly lower than that of the "mild problem" group or of the total grade. The implications are discussed.—C. H. Ammons.

6052. Lebovici, S. *La contribution de la psychanalyse à la psychiatrie infantile.* (The contribution of psychoanalysis to child psychiatry.) *Acta. neurol. belg.*, 1955, 55, 539-550.—A survey of the ways in which psychoanalysis has contributed to the understanding of child behavior. The reconstruction of the emotional life of infants by analysis of neurotic adults is discussed. English summary.—B. A. Maher.

6053. Mazo, Paul. *La rééducation psychomotrice en institut médico-pédagogique.* (Psychomotor reeducation in a child guidance center.) *Enfance*, 1954, 7, 97-101.—The Center deals with children whose motor troubles are of a psychogenic origin or are associated with early brain damage. A wide variety of types is handled. The educational process starts with a systematic examination, which is followed up with frequent staff conferences. School residence is seen as desirable, because it permits regularity of attendance and therapeutic grouping. Treatment deals with muscle tone, control, and spatio-temporal orientation. Understanding is stressed in the teaching situation. Typical exercises are discussed. Progress varies with different etiologies.—E. P. Benoit.

VOCATIONAL GUIDANCE

6054. Bookbinder, Harold. (*Wakefield H.S., Arlington, Va.*) *Work histories of men leaving a*

short life span occupation. *Personn. Guid. J.*, 1955, 34, 164-167.—A study was made of the work histories of men leaving a playing career in major league baseball, a typical short life span occupation. It is recommended that boys considering such a career must consider a second career, and that this is typically a career which requires meeting and getting along with others.—G. S. Speer.

6055. Danskin, David G. (*Johns Hopkins U., Baltimore, Md.*) **Occupational sociology in occupational exploration.** *Personn. Guid. J.*, 1955, 34, 134-136.—Although the sociological information about occupations is often limited in method, and size and geographic distribution of sample, its inclusion in files of occupational information is warranted because of the additional light thrown on on-the-job sociological factors, and the relation of the job to the worker's family and community life.—G. S. Speer.

6056. List, Harold, & Graves, Louise. **Group vocational guidance in a hospital setting.** *J. Rehabil.*, 1955, 21(4), 11-12; 17-19.—The use of group vocational guidance techniques to amplify and extend individual counseling with long-term arthritic patients is reported. It is concluded that "the group guidance approach appears to be distinctly useful in the adjustment of individuals who have been out of the labor market for some time—and to be feasible in a hospital setting."—M. A. Seidenfeld.

6057. Miller, Carroll H. (*Colorado A. & M. Coll., Fort Collins.*) **Occupational choice and values.** *J. Colo.-Wyo. Acad. Sci.*, 1956, 4(7), 55.—Abstract.

6058. Morgan, Robert M. (*Carnegie Inst. Tech., Pittsburgh, Pa.*) **Group guidance by testing and impersonal mailed reports.** *Personn. Guid. J.*, 1955, 34, 137-141.—Through questionnaires, interviews, and follow up over a period of four years, an attempt was made to evaluate a group testing program with impersonal reports mailed to the individual. It is concluded that such a program is neither entirely good nor entirely bad.—G. S. Speer.

(See also abstract 6325)

BEHAVIOR DEVIATIONS

6059. Brengelmann, Johannes C., & Scheider, Jürgen. (*Maudsley Hosp., London, Eng.*) **Mengenschätzung als Funktion der Neurose und Psychose.** (Estimate of quantity as a function of neurosis and psychosis.) *Psychol. Beitr.*, 1955, 2, 25-39.—Preliminary experiments led to the hypothesis that briefly presented quantities are overestimated more often by neurotics than by psychotics. A series of 5 quantity estimate tests were developed and administered to 21 neurotics and 19 psychotics. The results confirmed the hypothesis. 84 references. English and French summaries.—H. P. David.

6060. Capuano, Gloria. **I ricoverati negli ospedali psichiatrici possono esercitare il diritto di voto?** (Can patients confined to psychiatric hospitals exercise the right to vote?) *Argom. med. soc.*, 1955, No. 5, 70 p.—The realization of the fullest possible suffrage rights of hospitalized mental patients is limited by practical difficulties. Three major issues underlying these difficulties are discussed in non-technical language: (1) Are mental patients mentally competent to vote? (2) Is it their legal

right to vote? (3) If they do vote, what are the possible effects on their own psychological well being, on popular opinion, on universal suffrage, etc.? Opinions of several lawmakers and psychiatrists are presented and discussed. The major purpose of the publication is to stimulate the study of the electoral rights of psychiatric patients.—G. M. Della-Piana.

6061. Carp, E. A. D. E., & Stokvis, Berthold. **Menschild und Weltbild als Existenzmöglichkeit der normalen und krankhaften Persönlichkeit.** (Views of man and world as existence possibilities of normal and sickly personalities.) *Jb. Psychol. Psychother.*, 1955, 3, 221-225.—The psychiatric clinic of Leyden, Holland has found the views of Jaspers on the world pictures of different kinds of personality useful in going beyond a merely psychosomatic and psychodiagnostic study of personality. Group therapeutic experiments at the Leyden clinic have shown that psychosomatic patients experience a neurotic world in which they exist in an attitude of protest against themselves and their world. They experience the inherent limitations of human existence as forms of personal guilt and imagine the divine as a demonic father figure who can inspire only anxiety and submissiveness.—E. W. Eng.

6062. Duhl, Leonard J. (*N. I. M. H., Bethesda, Md.*) **Psychiatry and the community.** *Int. J. Soc. Psychiat.*, 1955, 1(3), 42-47.—" . . . preventive psychiatry means more than increasing facilities and education: it involves community study and a multidisciplinary approach which includes city planning and public health. In these broad fields the psychiatrist is potentially useful, but he is hampered by community apprehensions and his own basic orientation. However, with the broadening of the scope of his training, he could be more useful. A suggestion is made for participation in the community for all residents in psychiatry." 36 references.—R. M. Frumkin.

6063. Fodor, Nandor. **ABC of the abc.** *Samikša*, 1955, 9, 116-128.—"Psychoanalytically, the importance of the alphabet lies in the many enciphering possibilities to which, for the unconscious, the phonetic, the pictorial, the numerical, the symbolic, and the abbreviative values lend themselves in our dream life or in everyday psychopathology."—D. Prager.

6064. Gerard, R. W. (*U. Illinois Med. Sch., Chicago.*) **Biological roots of psychiatry.** *Science*, 1955, 122, 225-230.—Also published in *Amer. J. Psychiat.* (see 30: 2037).

6065. Goodstein, Leonard D. (*State U. Iowa, Iowa City*), & Goldberger, Leo. **Manifest anxiety and Rorschach performance in a chronic patient population.** *J. consult. Psychol.*, 1955, 19, 339-344.—The Taylor Manifest Anxiety scale was given to 139 mental hospital patients. Only psychoneurotics had a significantly higher mean score than those usually found among college students. Female mean was higher than that for males. Comparison of the upper and lower 12% of subjects on anxiety scores (after excluding psychoneurotics) on Rorschach suggested that only a few of the anxiety indices are related to response-defined measures of anxiety.—A. J. Bachrach.

6066. Graham, Stanley R. **Relation between histamine tolerance, visual autokinesis, Rorschach**

human movement, and figure drawing. *J. clin. Psychol.*, 1955, 11, 370-373.—The relation of histamine tolerance as estimated from the Draw-a-Person test to the Rorschach M:C ratio and to the amount of first movement perceived on five trials with a visual auto-kinesis test was determined for 53 patients with psychopathology, conditions undescribed. Actual histamine tolerance was determined also for 29 of the S's; the r between actual and estimated histamine tolerance for this group was .70. Positive correlations were found between both actual ($r = .76$) and estimated ($r = .36$) histamine tolerance and the autokinetic test but no relationships were found with the Rorschach M:C measure.—*L. B. Heathers.*

6067. Greenblatt, Milton; York, Richard H., & Brown, Esther Lucile. *From custodial to therapeutic patient care in mental hospitals.* New York: Russell Sage Foundation, 1955. vii, 497 p. \$5.00.—Three hospitals in the Boston area report efforts to modify the hospital environment to accommodate to the patient rather than vice versa. The experimental undertakings included more humane admission procedures, elimination of restraints, encouragement of improved patient behavior and appearance, increased recreation and occupational facilities, enlarged patient responsibility for ward housekeeping and fellow patients, close relationship among staff categories and between staff and patients, closer cooperation with family and community, development of patient self-government, psychodrama, and staff consultations with patient participation. Improvements were substantial. 649-item bibliography.—*D. Prager.*

6068. Katz, Barney, & Thorpe, Louis P. (U. Southern Calif., Los Angeles.) *Understanding people in distress; emotional and mental disorders—their cause, care and cure.* New York: Ronald Press, 1955. vii, 357 p. \$4.00.—The minor maladjustments and the neuroses are stressed. But full attention is also given to the more serious problems such as sexual deviations, alcohol and drug addiction, and criminal behavior. A brief description is offered of the psychoses and other crippling disorders that require professional supervision. The book has been written in order "to give the interested reader a simple explanation, based upon the latest research in psychology and psychiatry, of the many varieties of emotional maladjustment and mental disorder."—*N. H. Pronko.*

6069. Leake, Chauncey D. (Ohio State U., Columbus.) *Drugs affecting mood and behavior.* *Tex. Rpts. Biol. Med.*, 1955, 13, 793-818.—Hypotheses regarding the etiology of mental disorder are developing as a result of investigations of the chemistry and pharmacology of drugs related to nor-adrenaline, 5-Hydroxytryptamine and alkaloids containing an indole nucleus. These promise a "break through" in our ignorance regarding the etiology of mental disturbance. More data on metabolic abnormalities in mental disease and the biochemorphic relations involved in drugs affecting mood and behavior are needed.—*H. A. Goolishian.*

6070. Levy, Sheldon S. *Hypnosis and legal immutability.* *J. crim. Law Criminol.*, 1955, 46, 333-346.—It "seems incumbent upon our legal system to not only recognize hypnosis as such, but to prepare itself for the inevitable series of judicial determinations that will have to be made. . . ." The Assistant

District Attorney of New York County reviews the literature insofar as it relates to the inadequate legal situation.—*L. A. Pennington.*

6071. Lovett Doust, John W. (U. Toronto, Can.) *The capillary system in patients with psychiatric disorders: the ontogenetic structural determination of the nailfold capillaries as observed by photomicroscopy.* *J. nerv. ment. Dis.*, 1955, 121, 516-526.—Drawings and photomicrographs of the capillary structure of the nailfold skin of the ring finger of both hands were studied for 332 patients, including 96 healthy controls, 40 psychiatric patients with psychopathic personality, 58 patients with depression, and 50 with schizophrenia. Analysis of variance showed specific patterns of nailfold structure associated with each of 7 psychiatric disturbances. It is inferred that the nailfold capillary structure is indicative of type of personality structure. 46 references.—*N. H. Pronko.*

6072. Menninger, Karl A. (Menninger Foundation, Topeka, Kans.) *A guide to psychiatric books, with some suggested reading lists.* (2d ed.) New York: Grune & Stratton, 1956. xvi, 157 p. \$4.75. (Menninger Clinic Monogr., Ser. No. 7.)—In this revision (see 25: 4169), the titles have been reordered and reclassified with the addition of all the new titles appearing up to the Spring of 1955, a few that have appeared since then, and some older books omitted in the previous edition. Reading lists for physicians and for clergymen and others interested in the inter-relationships of religion and psychiatry have been appended.—*A. J. Sprow.*

6073. Nunez Molina, Jeronimo. *Psychiatric conditions in Spain.* *Int. J. soc. Psychiat.*, 1955, 1 (3), 56-59.—A recent survey in Spain indicated that oligophrenias are the most frequent cause of incapacity of children with 62.8% of hospitalized children, and that schizophrenias are the leading adult illness, with 48.7% of the hospitalized adults.—*R. M. Frumkin.*

6074. Motz, Gerald Philip. *Effects of chlorpromazine on overt behavior, intellectual efficiency, and figural after-effects.* *Dissertation Abstr.*, 1955, 15, 1903.—Abstract.

6075. Schneider, Kurt. (U. Heidelberg, Germany.) *Les personnalités psychopathiques.* (Psychopathic personalities.) Paris: Presses Universitaires de France, 1955. viii, 148 p. 600 fr.—This is a French translation of the 9th edition (1950) of Schneider's classic treatise on psychopaths (see 25: 1912).—*A. L. Benton.*

6076. Schofield, William. (U. Minnesota, Minneapolis.) *Abnormalities of behavior.* *Annu. Rev. Psychol.*, 1956, 7, 95-120.—Selected literature for the year ending April, 1955, is reviewed. Selection criteria included experimental method, clinical groups rather than individuals, and symptoms or syndromes of major social importance. The 90 references reviewed were selected from a total of over 230. The major headings are: psychoses, neuroses, behavior disorders, and psychosomatic disorder.—*C. M. Louttit.*

6077. Selye, Hans. (U. Montreal, Can.) *Stress and disease.* *Science*, 1955, 122, 625-631.—In the past two decades "... the relationships between the 'general-adaptation syndrome' or 'stress-syndrome' and virtually every branch of physiology and clinical

medicine have been subjected to study." The paper is concerned with "... surveying the most fundamental facts ..." discovered. Changes characteristic of stress, the temporal nature of the stress responses, the pathways of stress, the question of diseases of adaptation, the application of animal experiments to clinical medicine, and the present outlook are discussed. 18 references.—S. J. Lachman.

6078. White, Robert W. (Harvard U., Cambridge, Mass.) **The abnormal personality.** (2nd ed.) New York: Ronald Press, 1956. ix, 618 p. \$6.50.—This is a revision of the 1948 edition (see 22: 5014). The historical introduction and 5 case studies of disordered personalities are again included. The material on the development and integration of personality has been extensively rewritten. Less attention is given to dreams and hypnotism than in the first edition. The discussion of neuroses is organized around the concepts of anxiety and defense. Other revisions are apparent also. Suggestions for further reading follow each chapter.—A. R. Howard.

(See also abstracts 5504, 5532, 5536, 6147)

MENTAL DEFICIENCY

6079. Atchison, Calvin O. (Tennessee A & I State U., Nashville.) **Use of the Wechsler Intelligence Scale for Children with eighty mentally defective Negro children.** *Amer. J. ment. Defic.*, 1955, 60, 378-379.—"Data were obtained on 80 feeble-minded Negro boys and girls in order to determine if there was a difference between Verbal and Performance IQ scores obtained on the WISC. An analysis of the scores yielded significant results, the verbal mean exceeding the performance mean. These results indicate that equal Verbal and Performance IQ's on the WISC may not be characteristic for Negro children classified as familial defectives." The author observes that additional work is required to determine if similar results would be secured for larger samples of subjects falling in this category.—V. M. Staudt.

6080. Banerjee, G. R. (Tata Institute of Social Sciences, Bombay.) **Care of the mentally retarded.** *Indian J. soc. Wk.*, 1955, 16, 75-82.—Statistics of the mentally defective are not available in India. Their problems, and the problems of their care, are discussed against the background of provisions made in the U.K. for such population. Constructive suggestions for starting institutions and training programs for care and protection of both child and adult defectives are made.—R. Schaefer.

6081. Bradley, Edward; Evans, W. E., & Worthington, A. M. (Ohio State U., Columbus.) **The relationship between administration time for audiometric testing and the mental ability of mentally deficient children.** *Amer. J. ment. Defic.*, 1955, 60, 346-353.—Audiometric tests were administered according to two methods, an alternate ear method and a standard method, to 26 middle range and 30 high range mental defectives. It was found that the amount of time needed to test the subjects was significantly related to their mental ages and intelligence quotients and that the standard method was more rapid than the alternate ear method.—V. M. Staudt.

6082. Cantor, Gordon N. (George Peabody Coll. for Teachers, Nashville, Tenn.) **On the incurability of mental deficiency.** *Amer. J. ment. Defic.*, 1955, 60, 362-365.—"The incurability of mental deficiency" is analyzed by the author using "the positivistic frame of reference." The author presents what he considers a realistic approach to the question of curability in mental deficiency.—V. M. Staudt.

6083. Cantor, Gordon N., & Hottel, John V. (George Peabody Coll. Teachers, Nashville, Tenn.) **Discrimination learning in mental defectives as a function of magnitude of food reward and intelligence level.** *Amer. J. ment. Defic.*, 1955, 60, 380-384.—"Twenty 'low IQ' and 24 'high IQ' mental defectives were randomly assigned to a 'low reward' and a 'high reward' group. Each S was given 48 trials on a task requiring a discrimination between a triangle and an inverted triangle. The low reward Ss obtained one peanut for each correct response, whereas the high reward Ss received four peanuts. The authors each ran half the Ss in the various subgroups. A four-dimensional analysis of variance design was used to analyze the data, the criterion measure being number of correct choices made in each block of six trials. The performances of the low and high reward groups were not significantly different. The high IQ Ss exceeded the low IQ Ss in performance, this difference being significant at the .05 level. An IQ \times trial block interaction, significant at the .01 level reflected the differential performance patterns of the two IQ groups."—V. M. Staudt.

6084. Delp, Harold A. (Train. Sch., Vineland, N. J.) **Education of the mentally retarded: philosophy and organization.** *Training Sch. Bull.*, 1955, 52, 135-148.—The ways in which organization facilitates fulfilling function in the field of retardation is illustrated by that of the Training School at Vineland, where the educational department has three divisions—school, vocational training, and speech and hearing, with additional responsibilities in research and in professional training.—W. L. Wilkins.

6085. Ecob, Katharine G. **Deciding what's best for your retarded child.** New York: The New York State Society for Mental Health, State Charities Aid Association, 1955. 14 p.—Questions which such parents should raise, points which they should consider—for the welfare of the child, for the welfare of the family, and for the welfare of society—and kinds of help which can be sought are briefly presented.—T. E. Newland.

6086. Ecob, Katharine. **The retarded child in the community: practical suggestions for community care.** New York: The New York State Society for Mental Health, 1955. 22 p. 35¢.—This pamphlet offers practical suggestions for the care of the retarded child in the community. The nature of retardation, causes, extent, common misconceptions, and identification are discussed. Placement in school, home care, employment, institutional care, and such related problems are treated.—V. M. Staudt.

6087. Ewing, John A. (U. No. Carolina, Chapel Hill.) **The association of oligophrenia and dyskeratoses: a clinical investigation and an inquiry into its implications.** *Amer. J. ment. Defic.*, 1955, 60, 307-319.—A report is presented of a clinical investigation and an inquiry into the implications of the association of oligophrenia and dyskeratoses.—V. M. Staudt.

6088. Fois, Alberto; Rosenberg, Carl, & Gibbs, Frederic A. The electroencephalogram in phenylpyruvic oligophrenia. *EEG clin. Neurophysiol.*, 1955, 7, 569-572.—EEG studies were done on 19 patients with phenylpyruvic oligophrenia. Waking patterns were usually abnormal: slightly fast, slightly slow, or mixed fast and slow. Sleep patterns were considered atypical. In addition seizure discharges occurred in the EEGs of all 9 patients with clinical seizures and 9 of the 10 patients without.—R. J. Ellingson.

6089. Gordon, S., O'Connor, N., & Tizard, J. (Maudsley Hosp., London, Eng.) Some effects of incentives on the performance of imbeciles on a repetitive task. *Amer. J. ment. Defic.*, 1955, 60, 371-377.—4 groups of 10 male imbeciles were matched for performance on a simple repetitive manual task and were trained on the task under different conditions of motivation. A control group was simply told to do their best; another group was given goals based on previous performance, and the other 2 groups were allowed to compete with each other singly or in groups. The results indicated that the self competition (goal) motivation had the greatest effect in producing the highest level of performance, while the control group was lowest. A change from control or competition incentives to goal incentives, the authors found, resulted in an increase in performance level.—V. M. Staudt.

6090. Gottsleben, Robert H. (Training School, Vineland, N. J.) Pseudo-mental deficiency resulting from childhood aphasia; a case study. *Train. Sch. Bull.*, 1956, 52, 239-249.—Diagnostic procedures and therapeutic efforts are detailed for a boy age 8 with an overlay of reduced hearing acuity. Using a multiple-sensory approach to treatment, progress has been slow but stable.—W.L. Wilkins.

6091. Henneaux, J., van Orshoven, F., Pennewaert, M., Francois, J., & De Cock, G. Sur une obésité dite cérébrale, avec épilepsie, troubles mentaux progressifs et lésions rétinienes particulières. (A case of so-called cerebral obesity with epilepsy, progressive mental deterioration and specific retinal lesions.) *Acta. neurol. belg.*, 1955, 55, 586-600.—A case of obesity with hypogenitalism, frequent epileptic seizures and progressive intellectual deterioration is described. The development of the disorders leads to a rejection of cerebral obesity as a diagnosis, and in view of observed macular degeneration suggests that this is a case of amaurotic idiocy.—B. A. Maher.

6092. Lanzkron, John. Electro-convulsive therapy in a case of involutional psychosis in a mental defective patient. *Amer. J. ment. Defic.*, 1955, 60, 320-322.—The case of a 60-year-old man with a mental age of 7 years and 4 months is described, indicating how electro-convulsive therapy helped him to recover from an involutional psychosis.—V. M. Staudt.

6093. Lubin, Nathan M. (Ohio State U., Columbus.) The effect of color in the TAT on productions of mentally retarded subjects. *Amer. J. ment. Defic.*, 1955, 60, 366-370.—4 achromatic TAT pictures and 4 chromatic TAT pictures were presented to 30 mentally retarded subjects selected at random. The results indicate that the mentally retarded were significantly more productive verbally when the chromatic pictures were presented and they produced

a greater number of themes for these pictures than for the achromatic. There was no significant relationship found between either verbal or theme productivity and intelligence. The author also observes that the order of presentation of the pictures and the two-week interval between sessions did not have an effect on the productions of the subjects.—V. M. Staudt.

6094. Lubman, Charlotte G. (Cuyahoga County (O.) Council for the Retarded Child.) Speech program for severely retarded children. *Amer. J. ment. Defic.*, 1955, 60, 297-300.—A survey of a special program in speech for severely retarded children is described. The author points out in her conclusions the following concepts which she stresses apply particularly to severely retarded children with intelligence quotients below 50: (1) retarded children are eye-minded, (2) retarded children have a short attention span, (3) retarded children respond to praise, (4) retarded children show limited and slow improvement.—V. M. Staudt.

6095. McLachlan, D. Gilmour. Emotional aspects of the backward child. *Amer. J. ment. Defic.*, 1955, 60, 323-330.—The emotional aspects of the problem of backwardness are analyzed. In conclusion the author presents a set of principles "without which there can be only limited success in management and treatment."—V. M. Staudt.

6096. Mecham, Merlin J. (Brigham Young U., Provo, Utah.) The development and application of procedures for measuring speech improvement in mentally defective children. *Amer. J. ment. Defic.*, 1955, 60, 301-306.—This study was designed "to develop tests that would measure selected aspects of speech in mentally defective children" and also to use these tests in evaluating some effects of a speech therapy program among mentally defective children. The author reports that the results "imply that the tests of articulation, auditory discrimination, and auditory memory span were sufficiently reliable for the measurement of aspects of the speech of mentally defective children." "Significant improvement as a consequence of speech therapy was measured in articulation, auditory discrimination, auditory memory span, and average sentence length. This improvement was independent of IQ, although the improvement in auditory discrimination was not independent of CA."—V. M. Staudt.

6097. Meyerhardt, Ora. Zur systematischen Pädagogik für Imbezille. (Systematic pedagogy for the mentally defective.) *Acta psychother, psychosom. orthopaedagog.*, 1955, 3, 231-242.—An attempt is made to lay a foundation for a systematic pedagogy to render the mentally defective child fit for auxiliary work in adulthood. Early hand movements must be developed, starting with the grasping reflex, proceeding to active grasping and voluntary release of objects. Materials for these functions are suggested. English and French summaries.—G. Rubin-Rabson.

6098. Mitchell, Anna Carr. (Caswell Train. School, Kinston, N. C.) A study of the social competence of a group of institutionalized retarded children. *Amer. J. ment. Defic.*, 1955, 60, 354-361.—The purpose of the study was to determine the social competence of mildly retarded girls in an institution. Main findings: (1) The sample of mildly retarded girls was considerably more competent socially than

mentally. (2) Most of the non-familial children were of moron status in intelligence and social competence. (3) In non-familial children social competence was related to IQ but not to age or length of residence. (4) Most of the familial children were of borderline or dull-normal social competence. (5) In familial children social competence was negatively related to length of residence in the institution, but was not related to age or IQ.—V. M. Staudt.

6099. Sloan, William (Lincoln State Sch., Ill.), & Birch, Jack W. **A rationale for degrees of retardation.** *Amer. J. ment. Defic.*, 1955, 60, 258-264.—"Quantification of degree of retardation becomes, then, a matter of indicating the subject's level in each of a number of different areas of function. The overall functional category which best describes the given individual is the level at which he is considered to be retarded. The criteria that are characteristic of social, educational, emotional, and maturational development are those that are used as a basis for classification. In estimating the level of functioning the clinician should utilize such techniques as standardized intelligence tests, tests for personality, social maturity, educational achievement, and other techniques such as rating scales, developmental norms, speech development tests, and tests of sensory and motor function." The authors also observe that case histories, clinic findings and other findings should be utilized in ascertaining the degree of retardation.—V. M. Staudt.

6100. Slutzky, Jacob Eli. **Psychometric and projective test patterns of children with varying degrees of subnormal intelligence.** *Dissertation Abstr.*, 1955, 15, 1906.—Abstract.

6101. Tarjan, George, & Forbes, Lorna M. (Pacific State Hosp., Spadra, Calif.) **A preadmission and diagnostic service for the mentally deficient; a report on 2000 cases.** *Amer. J. ment. Defic.*, 1955, 60, 340-345.—A report is present on the first 2000 patients subjected to preadmission and diagnostic services at Pacific State Hospital. It is noted by the authors that the clinic's aims had to be limited and concentrated around diagnosis and its interpretation. They also make the following observations: (1) The caseload showed a great variety of diagnostic entities. (2) Clinic services were based on the psychiatric approach. (3) Therapy was kept to a minimum and yet many benefits were noted. (4) They found the outpatient setting suitable for diagnostic work. (5) Adjustment problems relative to admission were found to decrease because of the preparation given to the patients and their families. (6) The authors also state that the clinic helped the hospital's public relations program. It was also useful for training and for research.—V. M. Staudt.

6102. Todd, J. (Park Prewett Hosp., Eng.) **A case of the Laurence-Moon-Biedl syndrome with paranoid psychosis.** *Amer. J. ment. Defic.*, 1955, 60, 331-334.—A case of the Laurence-Moon-Biedl syndrome with paranoid psychosis is described. Chief emphasis is put upon "the mental aspects of the syndrome."—V. M. Staudt.

6103. van Beukering, J. A., & Vervoorn, J. D. (Hospital, Holland Syndicate Kade, Gold Coast, Africa.) **A case of uni-ovular twins of which one child was normal and the other had the syndrome of mongolism.** *Acta genet. med. Gemellolog.*, 1956,

5, 113-114.—A case description, with photographs, in which histologic proof is offered that the twins were indeed uni-ovular.—D. A. Santora.

(See also abstracts 5973, 6300)

BEHAVIOR PROBLEMS

6104. Bailey, Derrick Sherwin. **Homosexuality and the Western Christian tradition.** New York: Longmans, Green, 1955. xii, 181 p. \$3.50.—This is primarily an historical study of the Biblical and ecclesiastical attitudes toward homosexuality, and the contributions of Roman law and medieval thought now current "in the West." The specific topics discussed are the story of Sodom and Gomorrah; Biblical references and interpretations of homosexuality; Roman law to the time of Justinian; legislation, teaching and opinion in the Church; the medieval situation with regard to homosexuality; and the development of British laws relating to homosexuality.—H. D. Arbitman.

6105. Bilz, Rudolf. **Tiertöter-Skrupulantismus.** (Morbid conscience in the animal slayer.) *Jb. Psychol. Psychother.*, 1955, 3, 226-244.—Animals are often experienced, consciously or unconsciously, as embodiments of the time-bound, changing, biological side of man's life. As such, they are linked with the entelechial changes of human birth and death, both the recurrent "deaths" of man's becoming as well as his biological death. Two cases of depression are described in which morbid conscience reactions stemmed from an unconscious identification of a person's offspring with an animal the person had killed. Two other cases are described in which a human foetus, object of an abortion wish, was represented in dreams by an animal. As a hunter, man must observe protective precautions or otherwise compensate for the slaying of his "entelechial double."—E. W. Eng.

6106. Bromberg, Walter. **Sex deviation and therapy.** *J. soc. Ther.*, 1955, 1, 203-210.—The author reviews the methods and results of 2 studies (1950, 1955), using group and individual psychotherapeutic techniques, with sexual deviates hospitalized in California's state institutions. It is reported "that patients work through their sexual immaturity in relation to society's demands while the doctors and therapists are catalysts to the process." The essential finding is "the need to focus on the intricate psychological relationship between the patient and his society, rather than on the disposition of instinctive forces within the ego of the individual patient."—L. A. Pennington.

6107. Buytendijk, F. J. J. **Über den Schmerz.** (Concerning pain.) *Psyche, Heidel.*, 1955, 9, 436-452.—Pain phenomena that are perplexing in the body-soul frame of reference may be understood as expressions of the body, symbolically experienced in a structure of situationally changing meanings. Thus functional total blindness, asymbolia for pain, and analgesia are meaningful reactions to particular situations. The experiencing of pain depends on a felt opposition of self and body. Under conditions that lead to reduced awareness of the body as such, there is also a decrease of pain. When it is possible to forestall a withdrawal fight-flight-anxiety reaction to pain, by drugs or other means, the total experience

of pain is alleviated. Other meanings experienced in connection with pain suggest its possible psychological value.—E. W. Eng.

6108. Courville, Cyril B. (*Los Angeles (Calif.) County Hosp.*) **Effects of alcohol on the nervous system of man.** Los Angeles: San Lucas Press (316 N. Bailey St.), 1955. 102 p. \$4.50.—An extensive review of literature and the autopsy findings on a series of 123 carefully studied cases afford the material in this monograph on neuropathology related to alcoholism. Gross and microscopic changes in the cerebrum, cerebellum, commissural fibers, spinal cord and peripheral nerves found at autopsy of cases of acute alcoholic intoxication and chronic alcoholism, are described and illustrated. Some of the histopathological changes are reversible, while in more extreme instances they are not. The changes found "suggest that their origin lies in a chronic and prolonged form of anoxia." 166-item bibliography.—C. M. Louttit.

6109. Delay, J., Buisson, J.-F., & Sadoun, R. **Aux frontières du délire. La réverie morbide.** (At the borderland of psychosis. Morbid reverie.) *Encéphale*, 1955, 44, 336-349.—The case of a non-psychotic patient who spent most of the time in imaginative reverie is reported in detail. She was not delusional and she recognized the unreal character of her fantasies. Intellectual function was unimpaired. The nosologic problem posed by this type of case is discussed.—A. L. Benton.

6110. Dinerstein, Russell H., & Glueck, Bernard C. (*Sing Sing Prison, Ossining, N. Y.*) **Sub-coma insulin therapy in the treatment of homosexual panic states.** *J. soc. Ther.*, 1955, 1, 182-186.—Review of results obtained from sub-insulin and psychotherapeutic methods applied to 30 inmates follows the description of the types of clinical problems met in the penitentiary.—L. A. Pennington.

6111. Frank, G. H. (*Florida State U., Tallahassee.*) **A test of the use of a figure drawing test as an indicator of sexual inversion.** *Psychol. Rep.*, 1955, 1, 137-138.—18 male and 56 female college students were asked to draw a picture of a whole person. The first drawings by 16 males and 38 females were of a figure of the same sex as themselves. These results were interpreted as supporting Machover's assumption that drawing a person of the opposite sex first indicates a problem in sexual identification.—C. H. Ammons.

6112. Garma, Angel. **Zur Pathogenese des Kopfschmerzes.** (The pathogenesis of headache.) *Psyche, Heidel.*, 1955, 9, 414-435.—Psychoanalytic studies of 8 cases in which headaches were a prominent symptom against a background of marital conflict. These cases of headache, in contrast to others discussed in the literature, were not expressive of repressed hostility, but represented psychic acceptance and intellectualization of painful external stimuli, stimuli which were internalized and intensified by the superego with an increase of moral masochism. In 4 cases, psychoanalytic candidates in didactic analysis came to realize how their misinterpretations of their own and others' headaches as expressions of unconscious hostility had arisen from their momentary self-abasement to an overly severe superego, triggered off by reproaches of their wives.—E. W. Eng.

6113. Gerber, Israel J. **Man on a pendulum; a case history of an invert.** New York: American Press, 1955. 320 p. \$3.50.—It is stated that the biographical data in this book are true, but that names and places are fictitious. The central character, a homosexual, came to the author for help because the author is a Rabbi who is also a trained psychologist. The major part of the book is the central character's story as he narrates it; the Rabbi's comments and interpretations form a very minor part. In a follow-up three years after the conclusion of psychotherapy, the subject was found to have ceased his homosexual practices.—H. D. Arbitman.

6114. Gordon, Lillian. **Incest as revenge against the pre-oedipal mother.** *Psychoanal. Rev.*, 1955, 42, 284-292.—In certain cases which come to analysis with manifest oedipal behavior, it is likely to be evidence of the strength with which some other less tolerable impulse is being warded off. In the case reported, the woman acted out incestuous behavior primarily as revenge against her rejecting mother and as a defense against her masochistic dependence upon her.—D. Prager.

6115. Kahn, Robert L., Graubert, David, & Fink, Max. **Delusional reduplication of parts of the body after insulin coma therapy.** *J. Hillside Hosp.*, 1955, 4, 134-147.—A patient who developed right hemiplegia during insulin coma therapy showed personality disturbance with delusional reduplication of body parts. The rare reports of this phenomenon in the literature are reviewed and its significance is discussed in terms of a symbolic adaptation to illness. This and the other changes in behavior are related to the premorbid personality. The traditional view of the dependence of "body image" disorders and "spatial inattention" on a nondominant hemisphere lesion is contradicted by this case. The subsequent complete recovery supports the theoretical view that "improvement in the somatic therapies is characterized by manifestations of denial in a milieu of altered brain function." 19 references.—C. T. Bever.

6116. Kates, Elizabeth M. (*State Farm, Goochland, Va.*) **Sexual problems in women's institutions.** *J. soc. Ther.*, 1955, 1, 187-191.—A plea is made for the development and use of psychological test methods by which to detect the female inmate with sexual problems thereby facilitating practical as well as medical management.—L. A. Pennington.

6117. Kavazanjian, Thomas. **The determination of prognostically significant personality differences among chronic alcoholics undergoing psychotherapy.** *Dissertation Abstr.*, 1955, 15, 1899-1900.—Abstract.

6118. Marfatia, J. C. (*Tata Inst. of Soc. Sciences, Bombay.*) **Masturbation in children.** *Indian J. soc. Wk.*, 1955, 16, 90-94.—The causes of masturbation are analyzed and it is shown that it is more worry about it than the act itself that leads to defects of mind and body. Practical suggestions to cure children of this habit are made.—R. Schaefer.

6119. Maughs, Sydney B. **Psychopathic personality; review of the literature 1947-54.** *Arch. crim. Psychodynamics*, 1955, 1, 291-325.—Review of the world's literature is provided under captions of: the organic view, the descriptive approach, the empirical and the psychodynamic avenues. 52 references.—L. A. Pennington.

6120. Mertz, Philip. **Therapeutic considerations in masturbation.** *Amer. J. Psychother.*, 1955, 9, 630-639.—In a discussion of the desirability or undesirability of interrupting the masturbatory practices of patients, it is pointed out that some interpretations may prematurely interfere with the patient's impulse to masturbate and may, in this way, harm the most important bridge between primary narcissism and secondary narcissistic activities. We must guard against diverting the patient's erogenous cathexis into other therapeutically less desirable directions, leading to a possible rupture of object relations.—L. N. Solomon.

6121. Petritz, Bebel K. (*Box 1000, Princeton, N. J.*), & Foster, John. **A case study of a male transvestite with epilepsy and juvenile diabetes.** *J. nerv. ment. Dis.*, 1955, 121, 557-563.—A case study is presented of an institutionalized pre-pubertal boy with a history of epilepsy, diabetes mellitus and transvestism.—N. H. Pronko.

6122. Reding, Georges. **La théorie psychanalytique de l'anxiété.** (The psychoanalytic theory of anxiety.) *Schweiz. Z. Psychol. Anwend.*, 1955, 14, 213-221.—The psychoanalytic theory of anxiety, though incomplete, has the merit of including the functions, and the genetic and structural aspects of the phenomenon. It is confirmed by psychoanalytic practice. Anxiety is the alarm signal through which all reactions are filtered and permitted to pass into consciousness only if they are acceptable to the ego. In this way anxiety determines the defenses, characteristics, and inhibitions of the neurotic symptoms. English summary.—K. F. Muenzinger.

6123. Rees, J. Tudor, & Usill, Harley V. (Eds.) **They stand apart; a critical survey of the problems of homosexuality.** New York: Macmillan, 1955. xii, 220 p. \$3.75.—Homosexuality and the law, homosexuality and society, and homosexuality and Christian morals are the topics of the first section of this book. The medical aspects of the problem form the second section, and a discussion of homosexuality and the law in countries other than England forms the third section. The fourth section consists of a statistical survey and three appendices from British legal reports. "The purpose of this book is to set out quite objectively all relevant factors affecting the problem, bearing in mind that there are two parties to be considered—society and the individual, each having inherent rights which have to be safeguarded."—H. D. Arbitman.

6124. Rickles, Nathan K. **Exhibitionism.** *J. soc. Ther.*, 1955, 1, 168-181.—The definition, clinical history, classification, psychopathology, and treatment are set forth. Two case reports provide illustrative material.—L. A. Pennington.

6125. Rollins, Esther Mignon. **An experimental investigation of repression with respect to its production and removal.** *Dissertation Abstr.*, 1955, 15, 1904-1905.—Abstract.

6126. Siegenthaler, W., & Koller, F. **Zur medikamentösen Behandlung des Alkoholismus mit Antabus.** (Drug therapy of alcoholism with antabuse.) *Schweiz. med. Wschr.*, 1954, 84, 213-217.—Out of 15 chronic alcoholics treated with antabuse two have transitorily relapsed and one was declared incurable. Selection of patients was based upon preliminary

physical and psychological examinations. The treatment with antabuse itself took at least one year. After discharge patient received psychotherapy and social guidance. Psychotherapy does not have to be carried out by psychiatrists but may efficiently be managed by specially trained counselors. The limits, difficulties, and possibilities of this form of treatment of alcoholism are discussed from a medical as well as psychosocial viewpoint.—I. Neufeld.

6127. Stuart, Grace. **Narcissus; a psychological study of self-love.** New York: Macmillan, 1955. 166 p. \$3.50.—The legend of Narcissus, and the term "narcissism" form the central themes for this book. Quotations from world literature are used to help express the author's thesis that "The word love should be separated for good and all from the concept of narcissism . . . we should talk no longer of a morbid self-love, but rather of a kind of self-hatred that sometimes wears the appearance of love but is essentially neurotic and sick."—H. D. Arbitman.

6128. Tougas, Rolland Raymond. **Manifest anxiety, ego-involvement, task organization, and performance.** *Dissertation Abstr.*, 1955, 15, 1908.—Abstract.

6129. Vernallis, Francis F. (*VA, Pittsburgh, Pa.*) **Teeth-grinding: some relationships to anxiety, hostility, and hyperactivity.** *J. clin. Psychol.*, 1955, 11, 389-391.—"Teeth-grinding is recognized among dentists as a pathological dental syndrome designated as 'bruxism.' There is some dispute as to whether its etiology is psychological or systemic and mechanical. The subjects were 40 teeth-grinders and their controls drawn from the student body of The Pennsylvania State University. Teeth-grinders were identified by means of a questionnaire and personal interview." Biserial correlations with the Taylor and Ma scale of the MMPI were low but very significantly above zero; with the Rorschach Content Test, very significantly above zero with hostility, significantly above zero with anxiety. The χ^2 on oral-sadism from the Blacky Pictures was also significantly greater than zero.—L. B. Heathers.

6130. von Gager, Frederick. **The problem of onanism.** Westminster, Maryland: Newman Press, 1955. viii, 135 p. \$2.50.—Following a short introduction entitled "The question of neurosis," the discussion is divided into three sections: setting the stage for adulthood, child into man, self-abuse and its psychological background. The appendix presents four papers on "self-abuse" which were previously published in Germany.—H. D. Arbitman.

(See also abstracts 5484, 5526, 5820)

SPEECH DISORDERS

6131. de Ajuriaguerra, J., & Garcia Badaracco, J. **Contribution à l'étude des désorganisations conjointes de la parole et du mouvement.** (Contribution to the study of combined disorganizations of speech and movement.) *Encéphale*, 1955, 44, 297-335.—Concurrent disturbances of speech and of movement in general are considered under three headings: (1) global diminution of motor and verbal productivity, as exemplified by akinetic mutism; (2) disturbances in the execution of movements and speech actions, as seen in parkinsonism; (3) complex forms of disorganization of psychomotor function and of

language, as in the association of echolalia, echopraxia, forced grasping and sucking (see 13: 2559). 35-item bibliography.—*A. L. Benton.*

6132. Flores, Pura M. An analysis of the correct status of five consonants in the speech of cerebral palsied children. *Dissertation Abstr.*, 1955, 15, 1897-1898.—Abstract.

6133. Hejna, Robert Frank. A study of the loci of stuttering in spontaneous speech. *Dissertation Abstr.*, 1955, 15, 1674-1675.—Abstract.

6134. Snyder, Murry Abraham. Stuttering and coordination: an investigation of the relationship between the stutterer's coordination and his speech difficulty. *Dissertation Abstr.*, 1955, 15, 1906-1907.—Abstract.

(See also abstracts 6090, 6094, 6096)

CRIME & DELINQUENCY

6135. Adler, Alexandra. Some psychiatric aspects of female offenders in the Women's House of Detention. *J. soc. Ther.*, 1955, 1, 199-202.—Summary of clinical observations, made on more than 1000 inmates observed during the past 6 years, is given along with illustrative case material.—*L. A. Pennington.*

6136. Beck, Bertram. Juvenile delinquency—why and how. *J. soc. Hyg.*, 1954, 40, 210-221.—(See *Child Developm. Abstr.*, 1954, 28(5/6), abs. 589.)

6137. Bromberg, Walter. Crime—is there a cause or remedy? *Arch. crim. Psychodynamics*, 1955, 1, 326-343.—The psychodynamic view is often-times an "obsessive even irrational interest present in all society" and is accordingly limited in arriving at an understanding of the problem's complexity. The thesis is developed that "criminal action is the result of psychological homeostasis between the unconscious of society and that of the criminal." This view, if put into operation, would reduce the thrill aspect of crime as well as enhance understanding.—*L. A. Pennington.*

6138. Burack, Benjamin. (Roosevelt U., Chicago, Ill.) A critical analysis of the theory, method, and limitations of the "lie detector." *J. crim. Law Criminol.*, 1955, 46, 414-426.—The psychophysiology of the instrument, methods of interrogation, commercial, governmental, and scientific aspects of the technique are discussed. A plea is made for more adequate educational and training standards as well as for more research in this field.—*L. A. Pennington.*

6139. Ellenberger, Henri. Psychological relationships between criminal and victim. *Arch. crim. Psychodynamics*, 1955, 1, 257-290.—After denying the dichotomy between criminal and victim, the author discusses the threefold interaction types: "doer-sufferer," "potential victim," and "subject-object relationship." Each class is discussed in connection with legal classifications of criminal acts. This approach, based upon the writings of Hans von Hentig, is held fruitful in the dynamic study of antisocial behavior.—*L. A. Pennington.*

6140. [Epstein, Henry.] Perspectives on delinquency prevention. New York: City of New York, 1955. 66 p.—This report, made to The Mayor of New York City, envisages the development of a 10

point program in the effort, through the social sciences, to control the delinquency problem. Recommendations are related to the literature on the subject and to the need for research. 241 references.—*L. A. Pennington.*

6141. Field, Mark G. (Harvard U., Cambridge, Mass.) Alcoholism, crime, and delinquency in Soviet society. *Soc. Probl.*, 1955, 3, 100-109.—"Drinking and other related social problems, particularly among the younger members of the population, may well be linked to the erosion of family functions that accompanies industrialization and the removal from the home, during working hours, of the father and, in Soviet society, quite often the mother." The author suggests that boredom might also lead to such social problems. 59-item bibliography.—*R. M. Frumkin.*

6142. Foxe, Arthur N. Crime and advantage. *Arch. crim. Psychodynamics*, 1955, 1, 247-256.—"It is difficult to find 1 constant element that makes a crime a crime. What arouses public emotion is that some extraordinary and unsanctioned advantage has been taken by an individual or group." The concept of advantage in relation to reaction by the public is then illustrated by reference to specific crimes and in relation to the concept of aggression.—*L. A. Pennington.*

6143. Gladstone, I. A. (W. T. Sampson Sch., Brooklyn, N. Y.) Spare the rod and spoil the parent. *Fed. Probation*, 1955, 19, 37-41.—Statutes enacted as far back as 1903 give (certain) courts the authority to try, and if found guilty, to punish parents of juvenile delinquents. A survey of psychiatrists, newspaper editors and directors of welfare agencies in New York failed to establish a consensus for or against such legislation. Seven arguments pro and con this legislative attempt are listed.—*R. W. Deming.*

6144. Haines, William H. Juvenile delinquency and television. *J. soc. Ther.*, 1955, 1, 192-198.—To answer the query posed by the U.S. Senate's Judiciary subcommittee investigating delinquency 100 teen-age inmates of Chicago's Cook County Jail were interviewed regarding their judgments as to the effects on their behavior of television, radio, movies, and pornographic literature. The results led to the conclusion that "television, pornography and movies play a distinct role in the creation of anti-social behavior in susceptible teen-agers."—*L. A. Pennington.*

6145. Johnson, Adelaide M., & Burke, Edmund C. (Mayo Clinic, Rochester, Minn.) Parental permissiveness and fostering in child rearing and their relationship to juvenile delinquency. *Proc. Staff Meet. Mayo Clin.*, 1955, 30, 557-565.—Delinquency in respectable families results from the specific stimulus of the child's anti-social behavior by the unconscious (sometimes conscious) sanction of the parent. "No lessons can be taught an adolescent when avid parental interest is evinced over sexual misbehavior. Punishment is then of no validity or use." The authors favor absolute prohibitions for the first 6 or 7 years of training.—*G. K. Morlan.*

6146. Jones, D. S., Livson, N. H., & Sarbin, T. R. (U. California, Berkeley.) Perceptual completion behavior in juvenile delinquents. *Percept. mot. Skills*, 1955, 5, 141-146.—To discover some of

the perceptual and cognitive correlates of "psychopathic" delinquency, a version of the Street Gestalt Test (4) was administered to 41 male delinquents matched with 49 non-delinquent control Ss. Delinquent boys were found to be inferior in ability to complete perceptually the incomplete figures of the Street test. The present findings are interpreted as suggesting some retardation in the perceptual-cognitive development of the "psychopathic" delinquent.—C. H. Ammons.

6147. Karpman, Ben. Iniquities and inconsistencies existing in criminal law and psychiatric testimony. *Arch. crim. Psychodynamics*, 1955, 1, 397-444.—By historical reference to the McNaughten case and legal advances thereafter the author depicts the legal and psychiatric hassle on the definition of "insanity." 3 cases of murder are reviewed by way of illustrating the psychiatrist's problem in the courtroom. "There is neither rhyme nor reason" in the present situation.—L. A. Pennington.

6148. Kosofsky, Sidney. (N. J. State Home for Girls, Trenton.) Directive therapy with female juvenile delinquents. *J. clin. Psychol.*, 1955, 11, 357-361.—"One year's experience in segregating the most serious behavior disorders in a population of female juvenile delinquents and the use of directive psychotherapy with both individuals and groups is described." S's were 22 girls who remained in the Treatment Unit an average of 123 days. By the end of the first year, 19 of the 22 had made successful institutional adjustments, 13 of 16 paroled had, to date, made successful parole adjustments. Failure to adjust in the two situations did not appear highly related.—L. B. Heathers.

6149. Kvaraceus, William C. (U. California, Berkeley.) Prediction studies of delinquent behavior. *Personn. Guid. J.*, 1955, 34, 146-149.—Given adequate financial resources, and assuming the solution of the problems of definition, sampling, and criterion, it is fair to expect that future delinquents will be spotted with about the same accuracy as tests of academic ability predict academic achievement.—G. S. Speer.

6150. Leiter, Russell Graydon. The Leiter correctional treatment category hypothesis. *Psychol. Serv. Center J.*, 1951, 3, 179-180.—The LCTC Hypothesis represents a quantification of crime, time, and personality which can be combined mathematically. "The LCTC Hypothesis holds that it is possible to place all offenders in one of three treatment categories on the basis of a mathematical formula. The three treatment categories are: (1) the offender who can be returned to society after undergoing psychotherapy; (2) the offender who must undergo a physiological change before he is safe for return to society; and (3) the offender in whom no known method in correction will produce the desired change."—L. S. Blackman.

6151. Liff, Zanel A. A comparison of interpersonal attitudes to male and female authority figures among delinquent and non-delinquent institutionalized boys. *Dissertation Abstr.*, 1955, 15, 1901-1902.—Abstract.

6152. Lindner, Robert. The meaning of punishment. *J. soc. Ther.*, 1955, 1, 160-167.—Punishment for crime has its beginnings in primitive societies

where the goal was to curb the id and reinforce the ego. This view is developed by discussion of the meaning and effect of punishment in contemporary society. The failure of punishment as a deterrent to crime is explained and a corrective program through psychodynamic approaches, described.—L. A. Pennington.

6153. Maglin, W. H. Rehabilitation the keynote of the Army's correctional program. *Fed. Probation*, 1955, 19, 21-28.—Descriptive account of the Army program for dealing with its offenders. Includes a history of the formation of rehabilitation services within the army. Special emphasis upon the return of prisoners to Army duty following incarceration. Notably lacking is any mention of clinical services for other than diagnostic purposes.—R. W. Deming.

6154. Mannheim, Hermann (U. London, Eng.), & Wilkins, Leslie T. Studies in the causes of delinquency and the treatment of offenders. I. Prediction methods in relation to Borstal training. London: Her Majesty's Stationery Office, 1955. iii, 276 p. \$3.29. (Available from British Information Services, 30 Rockefeller Plaza, New York.)—This is the first in a series of monographs developed under the auspices of the British Home Office and under the general title of "Studies in the causes of delinquency and the treatment of offenders." The volume's 9 chapters and 8 appendixes describe the development and application of the method of prediction along with a validation study illustrative of the postulated criteria. Ch. 8 presents 18 case histories data from which are related to the statistical aspect of the method. 88 tables and 8 p. general index.—L. A. Pennington.

6155. Ohlin, Lloyd E. (U. Chicago, Ill.) Sociology and the field of corrections. New York: Russell Sage Foundation, 1956. 58 p. 50¢.—This bulletin, the first in a series sponsored by the The Russell Sage Foundation, aims to "make a brief and tough-minded appraisal of what sociologists have and have not done in the field of corrections." The 6 chapters deal with the nature of corrections, research opportunities in the field, the organizational aspect of the prison system, the prison culture, social-psychological aspects of prison life, probation and parole methods and problems, and with career opportunities for sociologists. Interrelations between theory, research, and practice are emphasized.—L. A. Pennington.

6156. Rempel, Peter Peter. The use of multivariate statistical analysis of Minnesota Multiphasic Personality Inventory scores in the classification of delinquent and nondelinquent high school boys. *Dissertation Abstr.*, 1955, 15, 1788.—Abstract.

6157. Roman, Melvin. Tutorial group therapy: a study of the integration of remedial reading and group therapy in the treatment of delinquents. *Dissertation Abstr.*, 1955, 15, 1761.—Abstract.

6158. Silverman, Hirsch L. (Nutley Pub. Schools, N. J.) The psychological and psychiatric factors in delinquency as related to school administration. *Education*, 1955, 76, 175-180.—Psychologically, delinquency has no one cause and no one cure. Basically, the family should provide more love

and affection for the child, but some parents love their children with their hearts and not with their minds. Over-indulgence is as much a problem in delinquency as is neglect. Psychologically, no child is born delinquent. He is subjected to a wide variety of influences and conditions which tend to lessen or to increase his chances of becoming delinquent. The schools can and should place more emphasis on situations leading to the well-adjustment of children.—*S. M. Amatora.*

6159. Soddy, Kenneth. The prevention of juvenile delinquency. *Bull. World Fed. ment. Hlth*, 1955, 7, 123-134.—“The personal causes of delinquency are those arising out of defects in the personal relationships of the individual” particularly among children with faulty character-formation especially those who are “affectionless” or “aggressive.” The social causes of delinquency arise out of social tension, or in situations in which the individual's loyalty to an ingroup may outweigh his loyalty to the community as a whole. Mixed causes of delinquency are responsible for the greatest proportion of problems in this field. The prevention of these forms of delinquency is discussed concluding with “a word of warning about the difficulties of tackling delinquency of mixed causation, by methods of correction and punishment, or by increasing the strengths of moral sanctions.” Also in French.—*J. C. Franklin.*

6160. Tappan, Paul W. (New York U.) Some myths about the sex offender. *Fed. Probation*, 1955, 19, 7-12.—An evaluation of eleven commonly held misconceptions about the sexual offender (e.g., that the minor sex offender progresses to more serious types of sex crimes).—*R. M. Deming.*

6161. United Nations. Department of Economic and Social Affairs. The prevention of juvenile delinquency in selected European countries. New York: Columbia Univ. Press, 1955. iv, 156 p. \$1.25.—The legal, penal, medico-psychological, educational, and social aspects of the prevention problem were studied by recourse to questionnaires responded to by “individual experts” in 19 of 27 European countries canvassed. The findings are summarized by country under the aforementioned captions. 99-item bibliography.—*L. A. Pennington.*

(See also abstracts 5495, 5527)

PSYCHOSES

6162. Abse, David W. Early phases of ego-structure adumbrated in the regressive ego states of schizophrenic psychosis and elucidated in intensive psychotherapy. *Psychoanal. Rev.*, 1955, 42, 228-238.—In schizophrenia we find fixation in an ambivalent ego-state characterized positively by masochistic surrender to and sadistic revolt against an omnipotent, tyrannical mothering-figure, and negatively by lack of definite separateness from this enveloping imago. Neurotic acting out of the mother with her preschizophrenic infant leads to schizoid difficulties in self-concept, sexual identification, and ego-functioning. Early normal development probably differs qualitatively from preschizophrenic development. 18 references.—*D. Prager.*

6163. Bakwin, Harry. (Bellevue Med. Center, New York.) The home management of children with schizophrenia. *J. Pediat.*, 1955, 47, 514-519.—

Diagnosis of schizophrenia in children is increasing. Institutional treatment is not always available nor necessary. Drug therapy, electroshock therapy and psychotherapy are discussed along with problems of management within the family.—*M. C. Templin.*

6164. Bassell, Jack Salomon. A study of the attitudes of schizophrenic patients toward mental illness: an investigation of the differences in certain stereotyped attitudes regarding mental illness in schizophrenic patients referred for release from the hospital and in those who remain in the hospital. *Dissertation Abstr.*, 1955, 15, 1893.—Abstract.

6165. Becker, Wesley Clemence. The relation of severity of thinking disorder to the process-reactive concept of schizophrenia. *Dissertation Abstr.*, 1955, 15, 1894.—Abstract.

6166. Brecher, Sylvia. The mother-son relationship and schizophrenic reactions: an evaluation of the Rorschach reaction patterns of over-protected and rejected schizophrenic patients. *Dissertation Abstr.*, 1955, 15, 1895.—Abstract.

6167. Bryant, John Edward. Visual form recognition learning deficit in paranoid schizophrenic women. *Dissertation Abstr.*, 1955, 15, 1650.—Abstract.

6168. Dellis, Nicholas P. The prediction of personality traits on the basis of individual preferences: an exploratory study of the ability to predict the overt personality traits of psychiatric patients from their consciously-expressed likes and dislikes. *Dissertation Abstr.*, 1955, 15, 1896-1897.—Abstract.

6169. Edinger, Edward F. The collective unconscious as manifested in psychosis. *Amer. J. Psychother.*, 1955, 9, 624-629.—“Jung's theory of the collective unconscious is described briefly and its application to psychotic phenomena is illustrated. The archetypes of the collective unconscious are considered to be universal instinctual patterns of behavior which reveal themselves as recurring themes and images in religion, mythology, dream and delusion. The emergence of archetypal images is seen to be purposeful and meaningful if referred to the inner psychic world. If confused with the outer world of reality the archetypes become the contents of psychotic delusion.”—*L. N. Solomon.*

6170. Flavell, John H. Thought, communication and social integration in schizophrenia: an experimental and theoretical study. *Dissertation Abstr.*, 1955, 15, 1651-1652.—Abstract.

6171. Forrer, Gordon R. (Northville State Hosp., Mich.) Psychodynamic management of hospitalized psychotics. *J. nerv. ment. Dis.*, 1955, 121, 553-556.—A report is made of a program that applied progressive observation and understanding to the psychodynamic management of psychotic patients in a hospital setting. Nurses, physicians and ward attendants evolved a therapeutic management plan in weekly conferences.—*N. H. Pronko.*

6172. Francus, Joseph B. A comparative study of two therapeutic methods of treating the significant relatives of hospitalized schizophrenics. *Dissertation Abstr.*, 1955, 15, 1898.—Abstract.

6173. Glynn, Eugene. Clinical symposium: Insulin coma therapy. *J. Hillside Hosp.*, 1955, 4, 161-189.—The case of a 27 year old Jewish female school-

teacher suffering from schizophrenia was presented at Hillside Hospital on October 31, 1954. The course of insulin therapy was complicated by prolonged coma resulting in severe brain damage. With the gross psychosis abated, the patient reacted to the organic defect with an intensification of all her previous schizoid defenses. The case was discussed by Manfred Sakel, Jan Frank, et al.—C. T. Bever.

6174. Guertin, W. H., & Schmidt, A. W. Constellations of religious attitudes of paranoid schizophrenics. *Psychol. Rep.*, 1955, 1, 319-322.—This study empirically investigates the existence of two types of delusional thinking through a transposed factor analysis based upon answers to 100 religious questions by 25 hospitalized paranoid schizophrenics. The four derived constellations of religious attitudes are: The Faithful, the Rational Nonbeliever, the Insecure Dependent type, and the Emotional Rejection and Denial type. Boisen's classification is confirmed, and two additional non-delusional attitudinal types of people are disclosed.—C. H. Ammons.

6175. Gutheil, Emil A. Pseudoneurotic forms of depressive psychosis. *Amer. J. Psychother.*, 1955, 9, 719-736.—Five case histories are presented to illustrate what the author feels is an acute functional psychosis of a distinctly recurrent pattern, the clinical picture of which often, at first, resembles that of well-known psychoneurotic disturbances particularly anxiety hysteria. Certain characteristics of these pseudoneurotic conditions, which may warn the clinician that the disease in question is, in reality, not a neurotic disturbance, are presented.—L. N. Solomon.

6176. Hartman, Clarence Henry. Verbal behavior of schizophrenic and normal subjects as a function of types of social reinforcement. *Dissertation Abstr.*, 1955, 15, 1652-1653.—Abstract.

6177. Kurland, Albert A. (Spring Grove State Hosp., Baltimore, Md.) Chlorpromazine in the treatment of schizophrenia; a study of 75 cases. *J. nerv. ment. Dis.*, 1955, 121, 321-329.—The effect of chlorpromazine (thorazine) was studied in 75 chronic hospitalized psychotic patients. While results varied, they are believed to warrant inclusion of this drug as "an important therapeutic agent in the armamentarium of the psychiatrist."—N. H. Pronko.

6178. Levine, Abraham. A comparative evaluation of latent schizophrenic and overt schizophrenic patients with respect to the concept of ego strength and to certain personality variables. *Dissertation Abstr.*, 1955, 15, 1901.—Abstract.

6179. Ludlum, Seymour DeWitt, & Driscoll, Geneva. Physiologic pathology in the schizoid and affective psychoses. *J. nerv. ment. Dis.*, 1955, 121, 330-352.—"The unity of psyche and physiology" is revealed in this study of 4000 patients upon whom a wide variety of physiologic measures were secured during their progress from psychosis to normality. Analysis of the data showed two constitutional types: (1) the physiologically immature, and (2) the physiologically unstable. Implications of these findings are discussed. 21 references.—N. H. Pronko.

6180. Moore, William L. The mind in chains: the autobiography of a schizophrenic. New York: Exposition Press, 1955. 315 p. \$3.50.—The life

story and account of the author's institutionalization as a schizophrenic is recorded in the form of a journal. His treatment, "cure," and eventual return to life as a case worker for the Dept. of Welfare in Binghamton, N. Y., are described in detail.—N. H. Pronko.

6181. Müller, Christian. Über Psychotherapie bei einem chronischen Schizophrenen. (Psychotherapy with a chronic schizophrenic.) *Psyche, Heidelberg*, 1955, 9, 350-369.—Psychoanalytic therapy of a 55 year old man who had been hospitalized for 20 years as a paranoid schizophrenic when treatment began. Treatment leading to social recovery totaled 400-450 hours. Central in the analysis was bodily demonstration by the therapist of his inability to be hurt by the patient's aggression as well as personal willingness to accept and keep the patient's feces. Acceptance of the patient by the therapist's wife and children also contributed to turning-points in the recovery. Through these and other ways the deep cleavages between the various sides of his personality were newly harmonized.—E. W. Eng.

6182. Quay, Herbert. (Milledgeville State Hosp., Ga.) The performance of hospitalized psychiatric patients on the Ego-Strength scale of the MMPI. *J. clin. Psychol.*, 1955, 11, 403-405.—Three groups—61 female new NP admissions with varied diagnoses, 92 volunteer female nursing students, and 41 volunteer female attendants—were compared on the Ego-Strength scale of the MMPI. The groups were not equated for age, education, intelligence, or socioeconomic status. The patients scored significantly lower than the attendants, very significantly lower than the student nurses, but there was considerable overlap in the ranges of scores for the groups.—L. B. Heathers.

6183. Reiser, L. A. O nekotorykh osobennostiakh vyssheĭ nervnoi deiatel'nosti psikhicheski bol'nykh pri issledovanii metodom pletizmografii. (On several features of higher nervous activity of the mentally ill in an investigation [employing] the method of plethysmography.) *Zh. vyssh. nervn. Deiatel'*, 1955, 5(4), 520-523.—By means of plethysmography it is possible to "evaluate the unconditioned and conditioned reactions of the mentally ill." In schizophrenia "phasic states are observed in the sphere of unconditioned reflexes which are expressed in a singular ultraparadoxal phase." In schizophrenia, progressive paralysis, and syphilitic psychosis "different phasic states are to be observed simultaneously in the different signal systems." Data on the obsessive states "confirm Pavlov's belief in the inertness of the nervous processes lying at the basis of these states."—I. D. London.

6184. Rickers-Ovsiannikina, Maria A. (U. Connecticut, Storrs.) Prognostic Rorschach indices in schizophrenia. *Z. diagnost. Psychol.*, 1955, 3, 246-254.—"On the basis of certain theoretical assumptions regarding prognosis in schizophrenia, the Rorschach protocols of a group of subsequently improving and of remaining static patients were analyzed in terms of a constellation of variables adapted particularly for this purpose. The procedure proved statistically conclusive in differentiating the two groups retrospectively after a period ranging from 1 to 10 years." There were 19 hospitalized male schizophrenics in each experimental group. Methodological considera-

tions and the relationship between affective state and color stimuli are discussed. 26 references. French and German summaries.—H. P. David.

6185. Shapiro, M. B., & Nelson, E. H. (*Maudsley Hosp., London, Eng.*) An investigation of an abnormality of cognitive function in a cooperative young psychotic: an example of the application of experimental method to the single case. *J. clin. Psychol.*, 1955, 11, 344-351.—"This paper gives an account of the application of the single case method in the opening up of a field of research in clinical psychology. The investigation results in drawing attention to, and providing confirmation of, one of Babcock's conceptions of deterioration, which has recently suffered some neglect. This is to the effect that cooperative psychotic patients may be very slow in the carrying out of cognitive operations without suffering much loss in the level of difficulty they attain when given sufficient time."—L. B. Heathers.

6186. Shumsky, Milton. A comparative study of insight in schizophrenics and neurotics. *Dissertation Abstr.*, 1955, 15, 1905.—Abstract.

6187. Sonder, Sylvia L. (*Austin (Tex.) State Hosp.*) Perceptual tests and acute and chronic status as predictors of improvement in psychotic patients. *J. consult. Psychol.*, 1955, 19, 387-392.—In a study of psychiatric patients, the hypothesis "that good perceptual test performance is negatively related to outcome of illness (in a 90-day hospitalization period) in chronic patients and positively related to outcome in acute patients" was tested, using three perceptual tests: the Bender Gestalt, the Holtzman Form Perception, and the Judgment of Lifted Weights. "... analysis revealed that the accuracy of prediction of outcome based on acuteness-chronicity and good performance-poor performance was significant for the chronic patients beyond the .01 level of confidence, but not acceptably significant for the acute patients."—A. J. Bachrach.

6188. Terman, Louis A. Treatment of senile agitation with chlorpromazine. *Geriatrics*, 1955, 10, 520-522.—Results of treatment of 22 cases, age 72 to 93, indicate that this drug is relatively safe and useful for improving manageability of the agitated senile patient.—R. G. Kuhlén.

6189. von Siebenthal, W. Die Angst bei den Psychosen. (Anxiety in psychoses.) *Schweiz. Z. Psychol. Anwend.*, 1955, 14, 222-234.—Nowhere does anxiety manifest itself more impressively and nowhere is human behavior more governed by it than in psychoses. Various forms of anxiety are differentiated. Three methods are described by means of which one may understand anxiety in psychotics: the causal explanation, psychological understanding, and the anthropological approach. English and French summaries.—K. F. Muenzinger.

(See also abstracts 5477, 5479, 5507, 5511, 5528, 5982, 5984, 6009, 6059)

PSYCHONEUROSES

6190. Biermann, Gerd. Erbrechen und Nabelkoliken als konversionshysterisches Syndrom im Reifungsalter junger Mädchen. (Vomiting and abdominal colic as an hysterical conversion syndrome in pubescent girls.) *Psyche, Heidelberg*, 1955, 9, 453-480.—Careful study of abdominal colic with vomit-

ing in children often reveals the influence of a neurotically disturbed family background, in particular a neurotic mother from whom the child has acquired the symptoms through identification. Following 8 case descriptions of younger patients 4 cases of pubescent girls, with their Rorschach records, are presented. All had abdominal colic, and some showed vomiting. All were accelerated in development, and their symptoms represented abdominal dramatization of unresolved puberty conflicts. These took the form of an unconscious pregnancy phantasy accompanied by rejective vomiting of the symbolic sign of womanhood.—E. W. Eng.

6191. Biran, S. Über den Mechanismus des neurotischen Konversionsvorgangs. (The mechanism of the neurotic conversion phenomenon.) *Acta psychother. psychosom. orthopaedagog.*, 1955, 3, 219-225.—"The conversion symptom arises when the neurosis provides the psychological motive for interference with physical mechanisms and when some 'inferiority' of the vegetative nervous system acts as somatic predisposing factor for enhancing the neurotic tendencies." English and French summaries.—G. Rubin-Rabson.

6192. Descamps, L. Le cortex dans la genèse des mouvements involontaires et des dystonies d'attitude. (The cortex in the genesis of involuntary movements and postural dystonias.) *Acta neurol. belg.*, 1955, 55, 680-689.—A case of an adolescent girl is presented showing a history of progressive loss of muscular control. Many psychological factors were found and under narcotherapy the patient returned to health. The phenomenon is interpreted in terms of hysterical dissociation of cortical control.—B. A. Maher.

6193. Iakovleva, E. A. K mekhanizmu formirovaniia zashchitnykh i patologicheskikh reaktsii. (On the mechanism of the formation of defensive and pathological reactions.) *Zh. vyssh. nervn. Deiatel'*, 1955, 5(4), 524-528.—A report is given on the formation of "defensive and pathological reactions" in experimental neuroses developed in dogs.—I. D. London.

6194. Kinsey, Jack L., & Murphree, Henry B. (*USN Sub. Base, New London, Conn.*) Claustrophobic reactions to some stresses of the submarine service. *USN Submar. Med. Res. Lab. Rep.*, 1955, 14(2), (No. 262), 39 p.—17 subjects exhibiting claustrophobic responses in a course of Submarine Escape Training and Submarine Operations were evaluated by psychiatric interview and psychological testing. Marked variation in symptomatology, onset and specificity of fear was found. "Analysis of the data indicates that neither simple screening methods nor Rorschach testing is effective in detecting individuals with sub-clinical claustrophobic tendencies prior to exposure to the stressful situations encountered in the Submarine Service."—B. Kulner.

6195. Lindeboom, G. A. Om de orgaanneurosen. (Concerning organ neuroses.) *Ned. Tijdschr. Psychol.*, 1955, 10, 289-311.—A short discussion of the development of the concept of organ neurosis is followed by a description of the disturbances which are at present so designated and which are mainly characterized by (1) the presence of organic complaints or disturbances in organic functions; (2) the absence of anatomical deviations; (3) the psychogenesis. These three characteristics are further elaborated

and finally the meaning of the organ neurosis and the specificity of the underlying emotional conflict are discussed. The author concludes by giving advice for the medical treatment of these cases.—*R. H. Houwink.*

6196. Nunberg, Herman. *Principles of psychoanalysis: their application to the neuroses.* New York: International Universities Press, 1955. xv, 382 p. \$7.50.—Prefaced by S. Freud, this presentation of "a psychopathology of neuroses along Freudian lines" was first published in 1932 (see 7: 2357). In the expanded translation, chapters on the dream and on character neuroses have been added to the exposition of the topographic and dynamic conceptions, of the instinct theory, of the psychology of the ego, of anxiety, of the processes of defense and illness, and of the principles of psychoanalytic therapy. 9 page bibliography.—*C. T. Bever.*

6197. Schachter, M. *Evolution et transformation utilitaire d'une névrose dépressive et suicidaire.* (Evolution and purposive transformation of a depressive and suicidal neurosis.) *Acta psychother. psychosom. orthopaedagog.*, 1955, 3, 277-283.—A neurotic depression became a purposeful neurosis on receipt of loving family care. Analysis of the psycho-social factors showed the special structure of the neurosis and made clear that psychotherapy would not avail since it interfered with the patient's hidden aims. English and German summaries.—*G. Rubin-Rabson.*

6198. Zuger, Bernard. (40 W. 55th St., New York.) *The states of being and awareness in neurosis and their redirection in therapy.* *J. nerv. ment. Dis.*, 1955, 121, 573-579.—Theoretical and practical formulations are considered for psychotherapy in terms of an adjustment of the unconscious and conscious portions of personality by the use of free-association and the therapist-patient relationship.—*N. H. Pronko.*

(See also abstracts 5501, 5982, 5984, 6059, 6186)

PSYCHOSOMATICS

6199. Barendregt, J. T. *Psychologische tests in de psychosomatische research.* (Psychological tests in psychosomatic research.) *Ned. Tijdschr. Psychol.*, 1955, 10, 258-288.—A survey of data on the psychological correlates of somatological classifications, divided into: body build (body dimensions, body types, dysplasia); physiological reaction patterns; somatic illness; and changes in somatic condition. In each case a short discussion of the somatological classification is followed by a systematic presentation of the results of psychological testing with reference to the categories concerned. 87 references.—*R. H. Houwink.*

6200. Bastiaans, J. *Enkele psychiatrische aspecten van de psychosomatische specificiteit.* (Some psychiatric aspects of psychosomatic specificity.) *Ned. Tijdschr. Psychol.*, 1955, 10, 312-331.—A discussion of the problems of psychosomatic specificity which may be encountered in psychiatric practice. It is stressed that special attention should be given to the various aspects of Ego and Superego functions. Psychosomatic specificity may lead to special therapeutic measures which are shortly described.—*R. H. Houwink.*

6201. Bernstein, Lewis, & Chase, Philip H. (VA Hosp., Denver, Colo.) *The discriminative ability of the Blacky pictures with peptic ulcer patients.* *J. Colo.-Wyo. Acad. Sci.*, 1956, 4(7), 57.—Abstract.

6202. Bernstein, Lewis, & Chase, Philip H. (VA Hosp., Denver, Colo.) *The discriminative ability of the Blacky Pictures with ulcer patients.* *J. consult. Psychol.*, 1955, 19, 377-380.—Three groups of hospitalized patients were studied with the Blacky Pictures: an ulcer group; a psychosomatic, nonulcer group; and a nonpsychosomatic group. Significant differences were found on 3 of 17 dimensions for each inter-group comparison, but no differentiation was found on the basis of oral eroticism—the dimension the authors note was considered most important in a previous study by Blum and Kaufman. The authors conclude that the findings "cast some doubt on the validity of the Blacky Pictures for discriminating ulcer patients from other patients" although "alternative explanations are considered" for the lack of success.—*A. J. Bachrach.*

6203. Calden, George; Thurston, John R. (VA Hosp., Madison, Wis.), Stewart, Barbara M., & Vineburg, Shalom E. *The use of the MMPI in predicting irregular discharge among tuberculosis patients.* *J. clin. Psychol.*, 1955, 11, 374-377.—"This paper describes an integrated research effort aimed at obtaining an MMPI scale for predicting irregular discharges among tuberculosis patients." An Irregular Discharge (Id) Scale, consisting of 57 MMPI items, effectively discriminated discharge groups at two of the hospitals. In the original sample for the scale the individual form of the MMPI was used; for this group a cutting point of 18 on the Id Scale correctly identified 75% of the original group, 50 regular and 50 irregular discharges. The scale identified 63% of the cross-validation group at the second hospital when applied to 79 regular and 103 irregular discharges.—*L. B. Heathers.*

6204. Cutter, Fred. *Maternal behavior and childhood allergy.* Washington: Catholic University of America Press, 1955. 40 p. 50¢.—Attitudes on warmth, control, and freedom variables defined in the Lorr and Jenkins sense were assayed through questionnaire items for Negro mothers of clinic children being treated for asthma, eczema, and general pediatric problems, but differences in maternal attitudes were not found. 41 references.—*W. L. Wilkins.*

6205. Fleischl, Maria F. *Paroxysmal tachycardia.* *Psychoanal. Rev.*, 1955, 42, 298-303.—Causal connection between paroxysmal tachycardia and emotional stress has long been known. Case reported in which paroxysmal tachycardia diminished as emotional factors were relieved.—*D. Prager.*

6206. Hamilton, Max. (U. Leeds, Eng.) *Psychosomatics.* New York: John Wiley & Sons, 1955. xii, 225 p. \$4.25.—The volume's 9 chapters present a "series of critical summaries of traditional experiments and theories" in the field of psychosomatic medicine. Choice of experiments is in part limited to those employing "modern methods of statistical evaluation."—*L. A. Pennington.*

6207. Jaspas, H. H. J., Prick, J. J. G., & Van de Loo, K. J. M. *Enkele aspecten uit de problematiek van de psychosomatische asthmal bronchiale.* (Some aspects of the problems concerning the psychosoma-

tosis of bronchial asthma.) *Ned. Tijdschr. Psychol.*, 1955, 10, 224-245.—A study of the psychological aspects of asthma bronchiale. A review of existing literature is followed by a short discussion of projective test results. The following predominant themes in asthma patients are listed: Ruin and destruction; Shelter and cover; Anxiety and flight; Desolation; Play and fairy-tale (infantile content); Feminine identification. Finally, asthma is viewed in the perspective of the psychological valence of respiration. Respiration reveals a fundamental ambiguity of dependency and constraint versus independence and freedom. This may throw some light on the specific psychosomatic organ choice. 91-item bibliography.—R. H. Houwink.

6208. Kowal, Samuel J. Emotions as a cause of cancer. *Psychoanal. Rev.*, 1955, 42, 217-227.—18th and 19th century physicians were convinced of the relationship between hopelessness or despair and cancer. Two present day investigations report hopeless resignation and depression in cancer cases.—D. Prager.

6209. Riumina, T. F. O nekotorykh izmeneniakh vyssheĭ nervnoĭ deiatel'nosti u sobak pri ostrom eksperimental'nom tuberkuleze. (On several modifications of higher nervous activity in dogs with acute experimental tuberculosis.) *Zh. vyssh. nervn. Deiatel'.*, 1955, 5(4), 529-536.—The changes in various conditioned reflexes that occur in the course of acute and chronic forms of tuberculosis in dogs are reported and discussed in terms of Pavlovian theory.—I. D. London.

6210. Schur, Max. Constitutional aspects of psychosomatic disorders. *Samikšä*, 1955, 9, 104-115.—The principle that we deal in neuroses with dynamic and economic factors has to be applied to psychosomatic disorders. Freud created psychoanalysis after recognizing constitutional factors. Our recognition of environmental influences should not blind us to the importance of genetic factors in psychosomatic medicine. 24 references.—D. Prager.

6211. Starr, Phillip H. (Washington U., St. Louis, Mo.) Psychosomatic considerations of diabetes in childhood. *J. nerv. ment. Dis.*, 1955, 121, 493-504.—Four major types of psychosomatic reactions are offered as met with in patients subject to clinical illness. The advantages of such a nosological approach are shown and a "trial run" is made in connection with psychological aspects of juvenile diabetes.—N. H. Pronko.

6212. Stokvis, B., & Welman, A. J. De psychosomatische patient als homo spiritualis. (The psychosomatic patient as "homo spiritualis.") *Ned. Tijdschr. Psychol.*, 1955, 10, 246-257.—After a short discussion of methods, used to investigate various facets of what the authors call the "human," two psychosomatic cases are described to demonstrate, that "the conflict situation in these patients centered around the world conception of the homo spiritualis." The authors are of opinion, "that in certain cases the world conception of the homo spiritualis and the conception of God of the ill person, who is really a man-in-distress, appears in the foreground," which is said to be an important factor in therapy.—R. H. Houwink.

6213. Storkan, Margaret Ann. Psychologic factors in the management of tinea capitis. *J. Amer.*

Med. Wom. Ass., 1954, 9, 356.—"The management of a fungus disease of the scalp as in any acute or chronic disease process, internal or external, demands not only measures to overcome the infection but also supportive psychotherapy of both the parent and the patient in order to maintain or restore emotional stability."—I. Neufeld.

6214. van Balen, G. F., & Lindeboom, G. A. The role of the internist in the psychosomatic approach to peptic ulcer. *Acta psychother. psychosom. orthopaedagog.*, 1955, 3, 259-276.—The modern psychosomatic theory of ulcer origin should be accepted with restriction; it cannot claim to have general validity. The internist's experience points to the multi-conditionality of peptic ulcer. All ulcer patients are not neurotics and many gastric neurotics show no ulcers. Peptic ulcers are not limited to types, to ages, to seasons or sexes. French and German summaries. 31 references.—G. Rubin-Rabson.

6215. Van der Horst, L. De verhouding van de psychosomatiek tot de algemene geneeskunde, de psychiatrie en de anthropologie. (The relation of psychosomatics to general medicine, psychiatry and anthropology.) *Ned. Tijdschr. Psychol.*, 1955, 10, 177-186.—A discussion of the place of psychosomatics within the general field of medical science. The basic theme of psychosomatics is defined as the internal coherence of psychological and somatic phenomena in general. Also the fundamental question of the relation between health and illness is discussed and the problem of defining the latter concept.—R. H. Houwink.

6216. Wilms, E. Die körperbild Krankheit, das Leiden der Chronischkranken. (Body image disorder, the affection of the chronically ill.) *Schweiz. med. Wschr.*, 1953, 83, 1082-1085.—By the term "body image" is meant the space-image of the neurological orientation-scheme of H. Head. The central impulse-formation is related to the structures and functions of this space-image and presuppose that the space-system of the body coincides with them. This presupposition is not fulfilled after inadequate use and body damages. The objective and subjective situations in the "organism field" depend on the formation of the central engrams and impulses. Both formation processes are guided by the presently acting "functional level" of the body image. The bodily and body-image attributes (Belange interests) often cannot fully be coordinated without medical help. Thus, permanent or recurrent sensory and functional disturbance will necessarily ensue as body image disorders with chronic complaints and disturbances. Therapy must directly attack the body image.—I. Neufeld.

CLINICAL NEUROLOGY

6217. Arnold, Gwen F. A technique for measuring the mental ability of the cerebral palsied. *Psychol. Serv. Center J.*, 1951, 3, 171-178.—Responding to the need for tests of mental ability which will take into consideration the multiple handicaps of the cerebral palsied child, the author adapted the Leiter International Performance Scale and the Porteus Mazes so that the only overt response required for any item was a positive nod or negative shake of the head. After testing 25 cerebral palsied, 25 normal, and 25 feebleminded children, it was concluded that

(1) the adaptations in the techniques of administration did not invalidate the Leiter and the Porteus and (2) the Leiter and Porteus adaptations and the Binet Scale tended to rank the subjects in the same general order.—L. S. Blackman.

6218. Arutiunova, A. S., & Blinkov, S. M. O sovместnoi rabote oboikh polusharii pri ochagovykh porazheniiakh mozga u cheloveka. (On the joint activity of the two hemispheres on focal injuries of the brain in man.) *Zh. vyssh. nervn. Deiatel'*, 1954, 4(5), 651-661.—A report is given of studies on the latent periods of motor reactions in subjects with various focal injuries of the brain.—I. D. London.

6219. Chapman, Loring F., Symmes, David, & Halstead, Ward C. (U. Chicago, Ill.) Auditory flutter fusion in patients with cortical ablations. *J. comp. physiol. Psychol.*, 1955, 48, 421-425.—A method for rapid determination of fusion thresholds for interrupted white noise is described. Applied to normal and brain-injured patients, a correlation of .43 was found between flicker fusion and flutter fusion in 32 normal subjects, and a lowered auditory flutter-fusion threshold was found in the patients suffering unilateral surgical cortical ablations. "A hypothesis is advanced that the cause of the lowered fusion threshold is a minimal loss in differential sensitivity to intensity of white noise."—L. I. O'Kelly.

6220. Dean, Charles William. A comparison of normal and brain pathology groups on certain aspects of visual perception under conditions of intermittent illumination. *Dissertation Abstr.*, 1955, 15, 1912-1913.—Abstract.

6221. Gustin, Albert E. (Metropolitan State Hosp., Norwalk, Calif.) The social rehabilitation of epileptics and other institutionalized patients. *J. psychiat. soc. Wk*, 1955, 24, 220-224.—"This is the report of an exploratory and experimental research project designed to test the possibility of effecting the social rehabilitation of chronic epileptic patients. Some of the factors believed to contribute to continued hospitalization were identified, and a therapeutic program based on these factors was undertaken." It was concluded that "... a reality-oriented, supportive group experience under the direction of a psychiatric social worker, utilizing the hospital's treatment authority and the patient's adjustment strengths, was able to effect the social rehabilitation of a representative sample of the hospital's population."—L. B. Costin.

6222. Harvald, B., & Hauge, M. (U. Inst. Human Genet., Copenhagen, Denmark.) The electroencephalogram in patients with tuberous sclerosis. *EEG clin. Neurophysiol.*, 1955, 7, 573-576.—EEGs were recorded on 20 patients with tuberous sclerosis and 13 of their healthy siblings. Of 7 patients with severe cerebral involvement (epilepsy and mental deficiency) 4 had abnormal EEGs. Of 8 patients with epilepsy without mental deficiency, only 1 had an abnormal EEG. Of 5 patients with skin manifestations but without sign of CNS involvement, none had abnormal EEGs. Of the 13 healthy siblings 2 had abnormal EEGs. It is concluded that EEGs are of no aid in revealing cerebral involvement in patients without disorder severe enough to cause mental deficiency.—R. J. Ellingson.

6223. Malykin, R. IA., et al. Sostoianie vyssheĭ nervnoi deiatelnosti u bol'nykh latentnym sifiliticheskim meningitom. (State of higher nervous activity in those ill with latent syphilitic meningitis.) *Zh. vyssh. nervn. Deiatel'*, 1954, 4(5), 629-641.—A detailed report of changes in motor reflexes, conditioned by means of verbal reinforcement, is given where the subject is suffering from latent syphilitic meningitis. The method in combination with electroencephalography shows promise of "creating a dynamic classification and rational, pathogenetically based therapy of neurosyphilis, including therapy by means of protective inhibition."—I. D. London.

6224. Reitan, Ralph M. (Indiana U., Med. Center, Indianapolis.) Certain differential effects of left and right cerebral lesions in human adults. *J. comp. physiol. Psychol.*, 1955, 48, 474-477.—The Wechsler-Bellevue Scale was given to adult patients whose neurological and neurosurgical status indicated left- or right-sided cerebral lesions or diffuse lesions involving both hemispheres, 14, 17 and 31 patients in the respective groups, all patients being right-handed. 13 of 14 patients with left-sided lesions showed lower verbal than performance scores, 15 of 17 with right-sided lesions, higher verbal than performance scores; the diffuse lesion group showed even distribution of score averages.—L. I. O'Kelly.

6225. Servit, Z. K voprosu o vzaimootnoshenii mezhdu vzbuzhdeniem i tormozheniem v patofiziologii epilepticheskogo pripadka. (On the interrelation between excitation and inhibition in the pathophysiology of the epileptic seizure.) *Zh. vyssh. nervn. Deiatel'*, 1955, 5(4), 474-479.—By means of conditioned reflexes the "equilibrative and dynamic properties of excitation and inhibition in the acoustic analyzer of audio-epileptic rats" were studied. It is concluded that the "epileptic seizure is an experimental model, [through the assistance of] which it is possible to solve innumerable basic problems of the physiology and pathophysiology of the equilibrium and dynamics of excitation and inhibition."—I. D. London.

6226. Sorel, L. Le problème social de l'épilepsie. (The social problem of epilepsy.) *Acta neurol. belg.*, 1955, 55, 655-661.—The social problem of epilepsy is described as relatively recent. Progress in a solution of it is related to education of the public regarding the real basis of the disorder and the therapeutic possibilities. English and German summaries.—B. A. Maher.

6227. Thompson, George N. Relationship of sexual psychopathy to psychomotor epilepsy and its variants. *J. nerv. ment. Dis.*, 1955, 121, 373-377.—Selected cases and EEG records are presented which seem to demonstrate a relationship between psychopathic personality, pathological intoxication and psychomotor epilepsy. "The three disorders are apparently variations of the same fundamental cerebral disturbance and may in fact be identical."—N. H. Pronko.

6228. Weil, Andre A. (322 Osborn Bldg., Cleveland 15, O.) Depressive reactions associated with temporal lobe-uncinate seizures. *J. nerv. ment. Dis.*, 1955, 121, 505-510.—Six patients were studied for a depressive reaction that was related to temporal lobe paroxysms. Treatment and theoretical implications are discussed. 17 references.—N. H. Pronko.

6229. Wood, Nancy E. A comparison of right hemiplegics with left hemiplegics in visual perception. *J. clin. Psychol.*, 1955, 11, 378-380.—"The purpose of this study was to compare a group of right spastic hemiplegics with a group of left spastic hemiplegics to determine if differences in responses to structured visual stimuli occurred between the two groups. Both groups showed evidence of disturbance in responses to selected measurements of figure-ground, perceptual closure, and visual perseveration regardless of visual acuity but the differences between the responses of the right hemiplegics and the left hemiplegics were negligible. . . . a positive relationship between the side of the brain lesion and a disturbance in visual perception cannot be supported by this study." S's were 50 right and 36 left spastic hemiplegics with no history of institutionalization.—L. B. Heathers.

(See also abstracts 5739, 5999, 6108, 6131, 6132)

PHYSICALLY HANDICAPPED

6230. Davis, Hallowell. (Central Institute for the Deaf, St. Louis, Mo.) Principles for evaluating hearing loss. *Noise Control*, 1955, 1(6), 10-13.—A review of general problems in translating hearing loss into dollars to be paid in compensation is followed by a report adopted for publication by the Council on Physical Medicine and Rehabilitation of the American Medical Association. This report outlines several definitions and principles to be used in the evaluation of hearing loss. The major principle is that disability in hearing for speech should be the basis for compensation.—P. D. Coleman.

6231. Fraenkel, William A. The comparative performance of handicapped individuals who seek agricultural work as a job, a vocation, or a therapeutic device. *Dissertation Abstr.*, 1955, 15, 1783-1784.—Abstract.

6232. Garrett, James F. (Dept. of Health, Educ. and Welfare, Washington, D. C.) Psychological aspects of physical disability. *Education*, 1955, 76, 119-122.—Physically disabled persons more frequently than physically normal persons exhibit behavior commonly termed maladjusted. Yet the kinds of maladjusted behavior exhibited by the physically disabled are not peculiar to them. Adjustment to disability is closely related to the attitudes of the disabled person and of those around him. Problems involved are analyzed as follows: (1) the unique significance of physical defect; (2) effect on social status; (3) the self-concept; (4) acceptance; (5) prior personality adjustment; and (6) aids in setting goals for the physically disabled.—S. M. Amatora.

6233. Robinson, Marion O. Prevention and control of indigent disability. *J. Rehabil.*, 1955, 21(4), 6-8.—A summary of the Washington County (Hagerstown), Maryland, study conducted under the auspices of Community Research Associates of New York, it is concerned with "a two-pronged attack with focus on detection and rehabilitation, allows for a community-wide program of diagnosis and treatment, integrating the skills of the medical doctor, medical social worker, rehabilitation specialists, and others as required." It was found that 5.9 percent of the families in the community were multi-problem groups. These multi-problem families "accounted for

70 to 88 percent of the relief load, from 63 to 90 percent of the health service load, and from 43 to 56 percent of the load carried by the adjustment services" (in 4 communities studied).—M. A. Seidenfeld.

6234. Rothstein, Jerome H., & O'Connor, Thomas. (San Francisco State Coll., Calif.) Films on the handicapped; an annotated bibliography and source book. . . . Washington, D. C.: International Council for Exceptional Children, 1955. vi, 56 p. \$1.00.—Annotated films, filmstrips, slides and recordings on the diagnosis, care, education, and rehabilitation of persons with various kinds of handicaps are presented, under the following headings: child growth and development, general references on handicaps, acoustical handicaps, emotional maladjustments, mental retardation, neurological handicaps, orthopedic disabilities, social maladjustments, speech deficiencies, special health problems, visual handicaps, and rehabilitation. List of film sources also given.—A. Manoil.

6235. Tuttmann, Saul. Children's reactions to their physical disabilities in relation to parents' personalities: the relationship between acceptance of disabilities by physically handicapped children and the extent of authoritarianism of their parents' personalities. *Dissertation Abstr.*, 1955, 15, 1909-1910.—Abstract.

6236. Wanecek, Ottokar. Erziehungsprobleme beim blinden Kleinkind. (Education problems in small blind children.) *Acta psychother. psychosom. orthopaedagog.*, 1955, 3, 226-230.—Through the loss of the early perceptive period (2 to 6 months) the child born blind is deprived of a multitude of sensory and related motor experiences. This deprivation lies at the root of the subsequent passivity which characterizes such individuals. The crucial educational problem consists in providing a substitute for the loss of innumerable motor stimuli normally acquired by way of reflexes. English and French summaries.—G. Rubin-Rabson.

6237. Wright, Rogers Hornsby. The abstract reasoning of deaf college students. *Dissertation Abstr.*, 1955, 15, 1911.—Abstract.

(See also abstracts 5522, 5602, 6007, 6053)

EDUCATIONAL PSYCHOLOGY

6238. Barnard, Mildred Bennett. Procedural hypotheses in teaching deducible from current learning theory. *Dissertation Abstr.*, 1955, 15, 1797-1798.—Abstract.

6239. Campanella, Thomas C. (Villanova U., Pa.) The rapid-learner: a psychological and philosophical approach. *Education*, 1955, 76, 129-131.—The training of the rapid-learner should include the unchanging concepts of truth which permeate his mind and heart and make his psychology of learning meaningful, purposeful, and useful. The author presents: (1) some erroneous ideas on the subject; (2) the rapid-learner is well adjusted; (3) the challenge in the curriculum; (4) identifying the rapid-learner; (5) issues not confused; and (6) a sound philosophy of life.—S. M. Amatora.

6240. Davidson, Henry A. (Essex County Hosp., Cedar Grove, N. J.) Competition, the cradle of anxiety. *Education*, 1955, 76, 162-166.—After dis-

cussing differences between competition and motivation, the author shows how the schools need motive rather than motif. The latter may have a certain superficial effectiveness. But education is preparation for life. A teacher can stimulate the acquisition of knowledge. This may be done in a fast, cheap and easy way by offering prizes. With many pupils this would work. It is harder for a teacher to build into a child an internal satisfaction which would motivate him toward acquiring data or solving problems. The commonest source of anxiety today is repressed hostility or aggression. Even a pupil cannot long remain in the throes of competition without developing hostility toward his rivals, and then a consequent anxiety.—S. M. Amatora.

6241. Dohlstrom, Arthur H. A study to determine how the emotional attitudes of Dade County (Miami), Florida, teachers may aid or hinder desegregation in public school classes. *Dissertation Abstr.*, 1955, 15, 1922-1923.—Abstract.

6242. Greenberg, Herbert M. Some effects of segregated education on various aspects of the personality of those members of disadvantaged groups experiencing this form of education: a study designed to determine some effects of segregated education on various aspects of the personality of those members of three disadvantaged groups experiencing this form of education. *Dissertation Abstr.*, 1955, 15, 1784-1785.—Abstract.

6243. Herbinère-Lebert, S. Le rôle de l'école maternelle dans la première éducation. (Rôle of the preschool in early education.) *Enfance*, 1954, 7, 1-11.—Attention is brought to the rôle of day-nurseries and preschools in meeting the needs of children from 2 to 6 years of age. Advantages are discussed with reference to the child, the family, and educators. The importance of adapting the school to the child is underscored. A brief description is given of a program of research on the process of school initiation, and on optimal conditions in the matter of schedule, equipment, activities; also on early symptoms of disorders of a physical or sensory nature, or relating to character formation or to social or emotional behavior.—E. P. Benoit.

6244. Kroh, Oswald. Die Bedeutung der modernen Persönlichkeitsforschung für die Erziehung. (The significance of modern personality research for education.) *Jb. Psychol. Psychother.*, 1955, 3, 272-279.—Since both education and personality psychology are concerned with changing persons, the two tend toward convergence. Personality psychology, like education, emphasizes "total patterns" and puts emphasis on decisive life experiences. Today it is important for the teacher to have knowledge of the influences of genetic inheritance and life surroundings on the child, early maternal care in relation to personality formation, the part played by expectancies in behavior, and the importance of reintegrating the child's aggression once it has been liberated.—E. W. Eng.

6245. Lennon, Roger T., & Mitchell, Blythe C. (World Book Co., Yonkers, N. Y.) Trends in age-grade relationship: a 35-year review. *Sch. & Soc.*, 1955, 82, 123-125.—There has been a steady decline in average age of children, grade by grade, and a regular and pronounced decrease in the standard deviation of ages within each grade. The advantages

of this greater age-homogeneity in a grade group probably outweigh the difficulties.—E. M. Bower.

6246. Mones, Leon. Psychiatric insight and educational effort. *Education*, 1955, 76, 139-151.—The author discusses the psychological implications of such problems as: (1) modern concerns and doubts; (2) former concepts and present lights; (3) human personality, an area of neglect; (4) intelligence as one of the aggressive habit patterns on the mental level of personality; (5) the personality structure of the teacher and its implications for relationship with learner; (6) changes in emphasis from intellectual courses to experiences leading to personal adjustment; (7) closer relationships between psychiatry and education; (8) fundamentals of reconstruction in formulating educational doctrine; (9) impact of social environment; and (10) recent literature. Bibliography.—S. M. Amatora.

6247. Morse, William C., & Wingo, G. Max. (U. Michigan, Ann Arbor.) *Psychology and teaching*. Chicago: Scott, Foresman and Company, 1955. xxi, 506 p.—In this text, the authors present the main stream of development in educational psychology along three crucial questions. The first part discusses what teachers are trying to accomplish, the second explores the children's patterns and levels of development and how these affect both the content and the method in what is taught. The third section deals with various factors that enter into efficient teaching and learning. The last portion is devoted to a reference manual, prepared by G. E. Briggs, giving the basic findings and concepts of general psychology. Throughout the text, the authors endeavor to keep children as the point of focal concern. 220 references.—S. M. Amatora.

6248. Müller, Richard. Führen, Wachsenlassen, Bilden und Heilen. Zur pädagogisch-psychologischen Literatur seit 1948. (A review of literature in educational psychology: 1948-1955.) *Psychol. Beitr.*, 1955, 2, 128-146.—After presenting a brief history of educational psychology in pre- and post-war Germany, the author reviews recent German language area books, including translations. There are 16 books in developmental psychology, 27 in educational psychology, and 9 books on problem children. English and French summaries.—H. P. David.

6249. Signori, Edro. (U. British Columbia, Vancouver, B. C., Can.) *Personality, psychotherapy, and critical thinking in education*. *Education*, 1955, 76, 123-128.—There is a lack of integration in the psychological literature concerning personality and critical thinking. Teachers must recognize and accept the essential dependency of thinking on the personality process. Modern developments in psychotherapy suggest constructive changes in the thinking of individuals. In analyzing the problems involved the author discusses: (1) recent trends in personality study; (2) anxiety that promotes adaptation; (3) participant-experience, a basis for mental health and sound judgment; and (4) insight, a crucial component of successful therapy. The author concludes that teachers dealing effectively with these aspects of the problem can contribute to improvement of social adjustment.—S. M. Amatora.

6250. Tyler, Fred T. (U. California, Berkeley.) *Educational psychology*. *Annu. Rev. Psychol.*, 1956, 7, 283-304.—The reviewer introduces his re-

view of literature for the year ending April, 1955, with an attempt to describe educational psychology from an analysis of textbooks and other materials. He admits the attempt was essentially a failure. The review deals with literature on the learner, the learning-teaching process, teachers, and measurement. 129-item bibliography.—C. M. Louttit.

6251. Watson, Jean, & Lippitt, Ronald. **Learning across cultures: a study of Germans visiting America.** Ann Arbor, Mich.: Institute for Social Research, U. Michigan, 1955. x, 205 p. \$3.00.—29 visiting students were studied as they went through a training program designed to familiarize them with the U.S. and create "good will toward and understanding of American democracy." During their stay they were subjected to an intensive interview with a 6-month follow-up interview after their return to Germany. Attitude questionnaires, a sentence completion test and the Rorschach were administered and verbatim records of group meetings were taken. Not all the data have been analyzed in this report. Results are presented with respect to attitudes toward the U.S., problems of adjusting to a group dynamics program and, finally, the general questions involved in setting up programs like this.—R. A. Littman.

(See also abstracts 5926, 5928, 5932, 5934, 5935, 5937, 5939, 5940, 5942, 5947, 5948)

SCHOOL LEARNING

6252. Bernstein, Allen L. **A study of remedial arithmetic conducted with ninth grade students.** *Dissertation Abstr.*, 1955, 15, 1567-1568.—Abstract.

6253. Bradbury, Jack Edson. **Relationship of selected variables to Air Force leadership of Air Science IV students at Indiana University.** *Dissertation Abstr.*, 1955, 15, 1781.—Abstract.

6254. Burton, Dwight L. (Florida State U., Tallahassee.) **Comic books: a teacher's analysis.** *Elem. Sch. J.*, 1955, 56, 73-75.—The appeal of the comics is rooted in the fact that their picture of life and the assumptions underlying it are acceptable to the immature mind of the reader. Another is that people are either all good or all bad with no intermediate degrees. After analyzing the basic appeals, the teacher can construct a ladder by which to steer pupils to selections which contain the same basic appeals yet represent a step upward toward more wholesome and mature reading experience.—S. M. Amatora.

6255. Carpenter, C. R., & Greenhill, L. P. (Pennsylvania State U., University Park.) **An investigation of closed-circuit television for teaching university courses.** University Park, Pa.: Pennsylvania State University, 1955. 102 p.—This report on project number one on Instructional Television Research discusses methods, apparatus, and results of teaching elementary chemistry and psychology by closed circuit television originating in an ordinary classroom. The results showed no differences in informational learning, acceptability of the methods to students, acceptance by administrators but rejection or non-preference by faculty, and the practicality of using low-cost closed television for instruction. 26-item annotated bibliography.—C. M. Louttit.

6256. Casey, John E. (Colorado State Coll. Educ., Greeley.), & Weaver, Bill E. **An evaluation of lecture method and small group method of teach-**

ing in terms of knowledge of content, teacher attitude, and social status. *J. Colo.-Wyo. Acad. Sci.*, 1956, 4(7), 54.—Abstract.

6257. Chisolm, Francis P. (Wisconsin State Coll., River Falls.) **A new kind of comprehension test.** *J. Communication*, 1955, 5, 83-88.—Students listening to prepared readings indicate (a) what they heard, (b) what was said, and (c) what they think by marking statements about the readings true, false, or don't know. 100% instructor-student agreement is reached on what was said, after which "the accuracy of the student's listening is indicated by the number of correspondences between (a) and (b) Whenever (c) corresponds to (a) while (b) is different, the student has heard . . . [his] own opinions."—D. E. Meister.

6258. Collins, Charles Cornelius. **The relationship of breadth of academic interest to academic achievement and academic aptitude.** *Dissertation Abstr.*, 1955, 15, 1782-1783.—Abstract.

6259. Cox, F. N. **The prediction of success and failure in learning foreign languages.** *Aust. J. Psychol.*, 1955, 7, 56-65.—"The ability to learn a foreign language . . . does not appear to be a specific aptitude; rather it seems to be related to general verbal proficiency. Consequently, it is possible to make reasonably accurate predictions about individuals' course performances on the basis of their scores on conventional psychometric tests." The efficiency of the predictions is increased when attention is paid to such personality factors as motivation and emotional stability.—P. E. Lichtenstein.

6260. Curtiss, Adelaide B. **Minneapolis suburbs learn to write.** *Amer. Sch. Bd. J.*, 1955, 131(6), 19-20.—The art of handwriting seems to have lost face in our nation's schools. The author reviews the change in our philosophy of education since the turn of the century and points out the problems involved which can be assisted through application of the principles of educational psychology. This new presentation of handwriting in schools of the Minneapolis suburbs is a direct refutation of the belief that handwriting is no longer well taught. The author also discusses six teaching techniques that were initiated to bring about these positive results.—S. M. Amatora.

6261. Engelhard, Mary Dominic. (Catholic U., Washington, D. C.) **An experimental study of arithmetic problem-solving ability of sixth grade girls.** Washington, D. C.: The Catholic University of America Press, 1955. x, 62 p. \$1.00.—A battery of 17 tests including 8 standardized tests and 9 tests specifically designed for this study was administered to 500 sixth-grade girls. The data presented are based on 496 usable returns. In general the variables studied by the tests were those related to problem-solving ability, namely, mental, arithmetic, reading abilities and attitude towards arithmetic. Comparisons were made between the abilities differentiating high- and low-achieving girls in arithmetic problem solving. In addition for purposes of analyzing sex differences in arithmetic problem-solving a comparable investigation was done on sixth-grade boys. The author presents not only the specific findings of the study but its educational implications as well. 46 references.—V. M. Staudt.

6262. Farquhar, William Walter. An investigation of the relationship of three teaching methods to student behavior in a how to study course. *Dissertation Abstr.*, 1955, 15, 1550-1551.—Abstract.
6263. Frankenstein, C., & Feitelson, D. Causes of school failure of oriental children in Israel. *Int. Child Welf. Rev.*, 1954, 8, 64-71.—See *Child Developm. Abstr.*, 1954, 28(5/6), abs. 626.)
6264. Gabel, Kenneth Eugene. A study of the relative effectiveness of four distributions of weekly instructional time in college freshman mathematics. *Dissertation Abstr.*, 1955, 15, 1560.—Abstract.
6265. Hambleman, Richard Samuel. Comparison of listening and reading comprehension ability of fourth and sixth grade pupils. *Dissertation Abstr.*, 1955, 15, 1757-1758.—Abstract.
6266. Handelsman, Norman Sidney. The relationship between certain personality factors and speechreading proficiency: an investigation of the differences in personality between a group of good speechreaders and a matched group of poor speechreaders. *Dissertation Abstr.*, 1955, 15, 1899.—Abstract.
6267. Hao, Peter Te Yuan. An analysis of certain learning difficulties of Chinese students in New York City. *Dissertation Abstr.*, 1955, 15, 1551-1552.—Abstract.
6268. Holmes, Jack A. (U. California, Berkeley.), & Finley, Carmen J. Relative importance of curricular areas for grade placement deviations in Grade V. *Calif. J. educ. Res.*, 1955, 6, 213-218.—California Achievement Test Battery results, on 515 boys and 464 girls enrolled in 68 school districts in Sonoma County, were correlated with the grade placement deviations of these children. Reading vocabulary, spelling, and mechanics of grammar, for the boys, and spelling, reading vocabulary, and arithmetic fundamentals, for the girls, "formed the selected variables making the maximum contribution" to the grade placement deviations. "However, the contribution which any of the specific subject matter knowledges makes to Grade Placement Deviations is much too small to be of any practical value in differential diagnosis or predictive counseling."—T. E. Newland.
6269. Jay, Edith. (Wayne U., Detroit, Mich.) Evaluation of materials for diagnosing intellectual aspects of reading. *Elem. Sch. J.*, 1955, 56, 64-67.—The process of helping a child become adequate in reading skill involves several steps. The author discusses each of these separately and then gives a detailed list of conclusions. The three steps include: (1) identifying the child with a reading disability; (2) identifying the problem area; and (3) selecting methods of remediation. Examples are given at various age and grade levels.—S. M. Amatora.
6270. Jensen, Barry T. (Stanford U., Calif.), & Insel, Shepard A. Transfer effects in spelling. *Calif. J. educ. Res.*, 1955, 6, 219-223.—Four groups of high school seniors were pre-tested and post-tested in a class period by means of spelling tests involving varying numbers of misspelled words. "Some kind" of intensive spelling activity occurred between the test administrations. It was concluded that, "in terms of immediate effect on spelling ability (improvement), any direct spelling experience of the kinds presented here is better than no such experience and that there has been shown to be no negative effect of seeing a word spelled incorrectly."—T. E. Newland.
6271. Kahn, Paul. An experimental study to determine the effect of a selected procedure for teaching the scientific attitudes to seventh and eighth grade boys through the use of current events in science. *Dissertation Abstr.*, 1955, 15, 1767-1768.—Abstract.
6272. Kasdon, Lawrence M. Some characteristics of highly competent readers among college freshmen. *Dissertation Abstr.*, 1955, 15, 1785-1786.—Abstract.
6273. Klare, George R., Mabry, James E., & Gustafson, Levarl M. The relationship of style difficulty to immediate retention and to acceptability of technical material. *J. educ. Psychol.*, 1955, 46, 287-295.—"The results of this study indicate that an easier style of writing may result in (a) greater and more complete immediate retention, (b) a greater amount read in a given time, and (c) more 'acceptable' reading material. . . . [It] also indicates, however, the great importance of content in determining how well material will be accepted . . . [and] the high relationship between judgments of material as easier to read and more pleasant to read."—F. Costin.
6274. Lachmann, Frank Michael. Perceptual-motor development in children retarded in reading ability. *Dissertation Abstr.*, 1955, 15, 1900.—Abstract.
6275. Larrick, Nancy Gray. Your child and his reading: how parents can help; the report of a survey of parents to ascertain their questions, anxieties, and comments regarding their children's reading, and the content outline for a handbook for parents about children's reading which attempts to answer the questions and relieve the anxieties expressed during the survey. *Dissertation Abstr.*, 1955, 15, 1802.—Abstract.
6276. Little, Ellis Beecher. An experimental study of the permanence of information learned before and during an introductory college biology course. *Dissertation Abstr.*, 1955, 15, 1786-1787.—Abstract.
6277. Louttit, C. M. (Wayne U., Detroit, Mich.) Emotional factors in reading disabilities: diagnostic problems. *Elem. Sch. J.*, 1955, 56, 68-72.—The first problem is to discover the presence of emotional factors within the child who presents a subject disability. Then one must determine whether or not these factors are significant in the etiology of the condition in the particular case. This requires an understanding of the child. The remedial teacher can learn much about the children by observation and interview. The remedial teacher often must help the child with personality problems. The author also discusses the research on emotional factors in reading and also some pertinent techniques that can be used in diagnosis.—S. M. Amatora.
6278. Major, Alexander Gregory. Readability of college general biology textbooks and the probable effect of readability elements on comprehension. *Dissertation Abstr.*, 1955, 15, 1573-1574.—Abstract.

6279. Schott, Karlheinz. (Bluecherstr. 12, Bonn, W. Germany.) *Zur Psychologie der Sprechspur.* (The psychology of the *Sprechspur*.) *Z. exp. angewand. Psychol.*, 1954, 2, 208-238.—The progress made by first and second graders in learning to write and spell in the traditional way is compared with the progress made by pupils who learn to write the "Sprechspur." This system of writing recreates graphically certain characteristics of language such as the rhythm of the spoken word. Classes taught the *Sprechspur* made much more rapid progress in learning to write than classes learning the conventional alphabet. English and French summaries.—J. H. Bruell.

6280. Sie, Georgiana Djen-dzi Wei. The relationship of two experimental measures of student motivation to academic success in college. *Dissertation Abstr.*, 1955, 15, 1556-1557.—Abstract.

6281. Slomowitz, Martin. A comparison of personality changes and content achievement gains occurring in two modes of instruction. *Dissertation Abstr.*, 1955, 15, 1790.—Abstract.

6282. Smith, Henry Clay. (Michigan State Coll., E. Lansing.) *Team work in the college class.* *J. educ. Psychol.*, 1955, 46, 274-286.—Six hypotheses were tested regarding teamwork in the classroom, especially with respect to the role of the integrative type of classroom leader. Subjects were students in general psychology classes. Results: (1) No differences in the over-all satisfaction of "teamwork" class as compared with conventional lecture class. (2) The team class achieved more, but was more dissatisfied with the group incentive system than the lecture class. (3) Team students with moderately favorable attitudes toward team participation achieved more than their controls in the lecture class, and also more than team students with very favorable attitudes. (4) Compared with lecture controls, team students with low anxiety and high initial achievement scores were less satisfied and made smaller achievement gains than those with high anxiety and low initial achievement.—F. Costin.

6283. Spache, George D. (U. Florida, Gainesville.) *Integrating diagnosis with remediation in reading.* *Elem. Sch. J.*, 1955, 56, 18-26.—The author shows how the inco-ordination between diagnosis and remediation is a relatively common phenomenon. He cites evidence of the need for better integration and he enumerates and discusses problems involved in implementing diagnostic findings: (1) vision; (2) hearing; (3) intelligence; (4) reading rate; (5) vocabulary; (6) comprehension; (7) word-analysis; and (8) personality. He concludes that despite advance in diagnostic and remedial techniques, there is evidence of a lag in the co-ordination of these processes. 36 references.—S. M. Amatora.

6284. Still, Dana Swank. The relationship between listening ability and high school grades. *Dissertation Abstr.*, 1955, 15, 1761-1762.—Abstract.

6285. Stolarz, Theodore John. An analysis of procedures used in representative reading clinics to diagnose reading problems. *Dissertation Abstr.*, 1955, 15, 1791.—Abstract.

6286. Walchak, Frank Adam. An appraisal of the trend of readability of basic reader series for the intermediate grades. *Dissertation Abstr.*, 1955, 15, 1762-1763.—Abstract.

6287. Womble, Dale La Verne. The development of an attitude-opinion instrument for evaluating the effectiveness of family life education in the secondary schools. *Dissertation Abstr.*, 1955, 15, 1807-1808.—Abstract.

(See also abstracts 5442, 5485, 5520, 5521, 5833)

INTERESTS, ATTITUDES & HABITS

6288. Bovyer, George. (Oakland (Calif.) Pub. Schs.) *Evaluation of group processes in a sixth grade social studies program.* *Calif. J. educ. Res.*, 1955, 6, 174-177.—In connection with unit work activities over a 14-week period, the children were caused to "devise democratic standards to govern their action, . . . use these standards in (the development of) rating scales to evaluate their actions, and use the scales to measure growth in group processes." Success is reported.—T. E. Newland.

6289. Carr, James Francis, Jr. The problem areas of a selected group of students at Florida State University as indicated by the Mooney Problem Check List. *Dissertation Abstr.*, 1955, 15, 1524-1525.—Abstract.

6290. Ehrhardt, Maryann. A sociometric study of the friendship status of college women. *Dissertation Abstr.*, 1955, 15, 1663-1664.—Abstract.

6291. Hoover, Kenneth Harding. A study to determine home conditions and influences which seem to be associated with the development of high school leaders. *Dissertation Abstr.*, 1955, 15, 1552.—Abstract.

6292. Kephart, Newell C., & Krein, Ted J. (Purdue U., Lafayette, Ind.) *Perception and adjustment in school children.* *Optom. Wkly*, 1955, 46, 1685-1689.—An experimental study of the relation of perception and adjustment was undertaken on 56 school children, aged 7 to 12 years, using 3 tests: reproduction of pegboard patterns, a finger maze, and form-emergence tests. The adjustment criteria were class sociograms and teacher estimates. On 6 out of 7 scoring criteria, significant differences were found between the 28 "well adjusted" and the 28 "poorly adjusted" children, which could not be explained by differences in I.Q. ". . . the results . . . suggest a relationship between disturbances in perception and adjustment as revealed in the schoolroom situation."—T. Shipley.

6293. Lee, Alfred McClung. (Brooklyn Coll., N. Y.) *Fraternities without brotherhood, a study of prejudice on the American campus.* Boston: Beacon Press, 1955. xii, 159 p. \$1.95.—Social fraternities are schools for prejudice. Whether they survive depends on ending their undemocratic practices. Under the prodding of the administration of a few leading colleges, exclusionist practices are beginning to break up. A deadline should be set for the elimination of discrimination. However, in some instances changes in charters have been made without any change in practice; Aryanism has gone underground. Fraternities that choose their members on the basis of individual merit instead of wealth, race and religion are developing and they alone can be justified.—G. K. Morlan.

6294. Mahdesian, Zaven M. An experiment in group discussion as it affects pupil attitudes in an

elementary school. *Dissertation Abstr.*, 1955, 15, 1759-1760.—Abstract.

6295. Satterlee, Robert L. (U. California, Los Angeles.) Sociometric analysis and personality adjustment. *Calif. J. educ. Res.*, 1955, 6, 181-184.—Two consecutive fifth-grade classes in a small non-agricultural northern California community were examined by means of two sociometric tests. One of the classes a year later and the other class two years later were likewise examined sociometrically and were given also the Rogers' Test of Personality Development. There is a low, but definite correlation between sociometric choice of the group toward an individual and the individual's self-appraisal of himself in that group and a significant relationship between sociometric stars and isolates and ratings on the Rogers' device. Implications with respect to reality testing are suggested on the basis of the latter findings. 22 references.—T. E. Newland.

6296. Thorpe, J. G. (Maudsley Hosp., London, Eng.) An investigation into some correlates of sociometric status within school classes. *Sociometry*, 1955, 18, 49-61.

(See also abstracts 5484, 5515, 5841)

SPECIAL EDUCATION

6297. Alexander Graham Bell Association for the Deaf. Relation of peripheral fields to the education of the deaf; a summer meeting panel discussion, June 17, 1954. Moderator: Helen S. Lane. *Volta Rev.*, 1955, 57, 117-123.—Contents: Education in a hearing high school, Annabel Remnitz. Vocational guidance, Julia Alsberg. Experimental psychology, Ira J. Hirsh. The pediatrician and the deaf child, Jean Holowach. Clinical psychology, Mary Lyon Sutton. Acoustical engineering, R. W. Benson.—(Courtesy of *Bull. Curr. Lit. Handicapped.*)

6298. Boulding, Elise. The cooperative nursery and the young mother's role conflict. *Marriage Fam. Living*, 1955, 17, 303-309.—The conflicting interests of young mothers today may be the result of the fact that many "women are much better prepared for an outside career than for rearing children." The difficulty of arranging for the care of children in the first five years of life increases the mother's emotional conflict which is not relieved by the ordinary nursery school. The cooperative nursery school gives a professional tone to the mother's effort, increases her self-respect since she is still caring for her children. The cooperative nursery school helps the family appreciate the small child by recognizing his rights and responsibilities. This in turn adds to his own feeling of personal worth.—M. M. Gillet.

6299. Bowman, Lillie Lewin. Educational opportunities for gifted children in California. *Calif. J. educ. Res.*, 1955, 6, 195-199.—Questionnaire information on the provisions of 24 school systems (five of them in cities of 100,000 or more population) is summarized as regards: administration of the program, identification methods employed, extent of program, and gross characterization of the nature of the methods and educational levels of the program. Ten county-wide programs are reported in operation. Fifteen cities reported I.Q. cut-off points ranging from 120 to 135. The larger cities reported programs

for the gifted which involve from 1.7 to 4.5 per cent of the total school population.—T. E. Newland.

6300. Cassidy, Viola M., & Phelps, Harold R. (Ohio State U., Columbus.) Postschool adjustment of slow learning children. Columbus, O.: The Ohio State University Bureau of Special and Adult Education, 1955. vi, 30 p.—Data were obtained on 163 children (105 boys, 58 girls; IQ 50-75) who had been in special classes for the mentally retarded at least one year and who had left school in 1948-49 or 1949-50 in 19 school systems. Despite late placement in the special classes and relatively early school-leaving age, the picture was generally favorable, e.g. typical patterns of community activities, 18% (of 103 cases) had court records, only 10.5% had never been employed, and income had compared favorably with the national average for comparable jobs. Curricular implications are pointed out. A 60-item selected bibliography.—T. E. Newland.

6301. Dabney, Nelle Cummins, & Dabney, Richard S. (Public Schs, Kansas City, Mo.) Educational goals in cerebral palsy. *Crippled Child*, 1955, 33(4), 7-9; 28.—The educational program for the cerebral palsied child is bound up entirely with the total care program of the child. Parents, community, agencies, professional and other personnel must work toward realization of four goals: self-realization, human relationships, economic efficiency, and civic responsibility.—G. S. Speer.

6302. Davis, L. R., & Anderson, W. F. (U. Alabama, University.) Program for intellectually impaired students. *Amer. Sch. Bd. J.*, 1955, 131(6), 15-16.—The intellectually impaired student has become a major problem today. If the unique characteristics of these students are discovered, understood, and provided for, they will be able to find places of their own in American society. Regardless of how the program is organized, the important psychological aspects must be considered and instruction based upon certain recognized principles. After discussing these principles, the authors present other points including: (1) homogeneous classing; (2) partial special training; (3) the vital role of the thoroughly trained teacher; (4) mutual responsibilities of administrator, teacher, and parents.—S. M. Amatora.

6303. Frampton, Merle E., & Gall, Elena D. (Eds.) Special education for the exceptional. Vol. I. Introduction and problems. Boston: Porter Sargent, 1955. xxvi, 453 p. \$5.50.—The editors assert that this first volume "constitutes a general treatment of the entire field of special education and includes a detailed survey and summary of those problems and methods which are common to all phases of special education." Included are 44 different contributions by the editors and 38 others, a selected bibliography, extensive listings of agencies and training centers, and a glossary.—T. E. Newland.

6304. Ingram, Vivien M., & Popp, Cleo E. (Flint Public Schs, Mich.) A public school program for the severely mentally handicapped child. *Amer. J. ment. Defic.*, 1955, 60, 285-290.—A special program for severely mentally handicapped children in the Flint public schools is described.—V. M. Staudt.

6305. Jenks, William F. (Ed.) (Catholic U. America, Washington, D. C.) The forgotten ones.

(Our exceptional children.) Washington, D. C.: The Catholic University of America Press, 1955. vi, 187 p. \$2.25.—The lectures and reports presented during the Third Annual Workshop on Special Education of the Exceptional Child held at the Catholic University of America during June, 1954, constitute the contents of this book. The main topics include such areas as brain damage, negativism and cerebral dominance, the crippled, delinquency, speech, the blind, and others. In addition summaries are given of the proceedings of seminars on remedial reading, speech correction, on the mentally retarded child, on the socially maladjusted child, on cerebral palsy, and on arts and crafts.—V. M. Staudt.

6306. Kahn, Charles H. (Hayward H. S., Calif.) **Teaching driver education to mentally retarded adolescents.** *Except. Child.*, 1955, 22(1), 17-19.—An attempt to institute a unit of driver education into a high school class for the mentally retarded (CA 15-18, I.Q. 50-79). Course was divided into three parts: (1) learning the parts of the car and its operation, (2) studying the motor vehicle code and (3) behind the wheel driving. The goal of obtaining a driver's license assured high motivation. Lessons in courtesy, reading, arithmetic, etc., were woven into the unit. Reports of instructors were encouraging and the author felt that much had been accomplished through this unit.—J. J. Gallagher.

6307. Moustakas, Clark E. (Merrill-Palmer Sch., Detroit, Mich.), & Berson, Minnie Perrin. **The nursery school and child care center.** New York: William Morrow & Co., 1955. 222 p. \$3.50.—Standardized descriptions of the various types of groupings within the field of pre-school education are defined and classified on the basis of their functions, goals, and purposes. Some measure of evaluation in selection of experiences to meet objectives is provided. Data for the study were gathered from 835 nursery schools and child care centers.—S. M. Amatora.

6308. Witty, Paul, & Bloom, Samuel W. (Northwestern U., Evanston, Ill.) **Conserving ability in the sciences.** *Except. Child.*, 1955, 22(1), 10-16; 46-47.—An investigation by questionnaire as to what provisions 7 high schools, previously chosen for the production of successful science majors, had made for their gifted pupils in the sciences. The authors found that gifted students in these schools are identified early, receive continuous guidance, are allowed to take advanced courses in science, engage in research, participate in science clubs, and have access to community resources.—J. J. Gallagher.

6309. Worcester, D. A. **The education of children of above-average mentality.** Lincoln, Nebraska: University of Nebraska, 1955. 58 p. \$2.00.—Briefly discussed, primarily for school administrators and teachers, are acceleration, enrichment, special classes, and problems relating to such provisions. In large part, informally reported research findings are presented in support of the possibilities explored. While Nebraska has been the locale of much of the research, particularly on early admission, and a cut-off point of IQ 110 was employed, broader implications are suggested.—T. E. Newland.

6310. Yum, Louise. (Michael Reese Hosp., Chicago, Ill.) **Adapting the nursery school for the mentally handicapped cerebral palsied child.** *Except. Child.*, 1955, 22(1), 7-9; 45-46.—Special pro-

visions and objectives of a program for mentally handicapped, cerebral palsied children are discussed. These children need more definite information and direct guidance in creative art and play activities. Emphasis is placed on teaching self-help techniques. A cooperating team of teacher, physical therapist, speech therapist, occupational therapist and parent can help the child grow into more mature and happy living.—J. J. Gallagher.

(See also abstracts 5486, 5522, 5795, 6084, 6097)

EDUCATIONAL GUIDANCE

6311. Andrew, Dean C., & Downing, Lester N. **120 readings in guidance.** Lincoln: University of Nebraska Press, 1955. 341 p. \$3.50.—This compilation of 120 condensed articles is intended to serve as (1) a basic text in an introductory guidance course, (2) supplementary reading in guidance courses, (3) a counselor's handbook, and (4) an aid for professors of guidance. The articles cover the following areas: (1) principles and philosophies of guidance service; (2) the personnel of the guidance program; (3) student analysis and tools of the guidance worker; (4) counseling service; (5) informational and group services; (6) placement and follow-up; (7) organization and administration of guidance services; (8) evaluating the guidance program. Four appendices are included containing readings in guidance, additional periodical references, general guidance and student personnel textbooks, and references to books in specialized areas of the guidance field.—W. Coleman.

6312. Baines, Alberta Mae. **A study of the group conference process as a groundwork for a guidance program.** *Dissertation Abstr.*, 1955, 15, 1763.—Abstract.

6313. Baumann, Margaret Louise. **Behavior anomalies and school adjustment.** *Dissertation Abstr.*, 1955, 15, 1549.—Abstract.

6314. Bennett, Margaret E. (Pasadena City Coll., Calif.) **Guidance in groups; a resource book for teachers, counselors, and administrators.** New York: McGraw-Hill Book Co., Inc., 1955. xi, 411 p. \$5.50.—The author traces the sources of group guidance procedures in social work, psychiatric practice, education, and personnel work, with special emphasis on implications for educational programs at all age levels. She endeavors to show how to help the individual within the group to a better understanding of self and to the achievement of skills and adjustments. Implications of research findings are brought to bear upon learning techniques in group guidance and such special procedures as role playing, multiple counseling, group therapy, and case method. Throughout the volume are given various illustrations of techniques useful in the classroom. 71-item bibliography.—S. M. Amatora.

6315. Blum, L. P., Eichsteadt, A. C., Hunt, Mary Ann, Klecza, Florence, & Sullivan, B. A. (U. Wisconsin, Milwaukee Extension.) **Parent reaction to college counseling reports.** *Personn. Guid. J.*, 1955, 34, 150-153.—As a result of a questionnaire sent to parents of 167 students who received intensive pre-registration counseling, it is concluded that parents desire to be informed of the outcomes of counseling, feel that counseling and related services are help-

ful, and expect certain student services to be provided.—G. S. Speer.

6316. Bowman, Douglas. (*Washington Co. Schs., Pa.*) **Guidance services appropriate to the county superintendency.** *Personn. Guid. J.*, 1955, 34, 154-158.—Questionnaires were returned by 161 county superintendents and guidance experts. Detailed discussion is presented of the attitudes of this group toward guidance services in the superintendent's office, but the basic conclusion is that the county office should offer leadership, with the basic elements of guidance kept close to the local administrative unit.—G. S. Speer.

6317. Cantoni, L. J. (*Gen. Motors Institute, Flint, Mich.*) **Long-term effects of the Flint, Michigan, guidance experiment.** *Psychol. Rep.*, 1955, 1, 359-362.—This study inquired into the long-term effects of a guidance experiment conducted in the Flint, Michigan, public schools during the years 1939-1943. A followup completed in 1953 demonstrated that, as compared with a control group ($N=100$), the experimental group ($N=121$) of high school graduates had made important gains in emotional adjustment, educational level reached, cultural status, and occupational status. Apparently these gains stem from the high school program of counseling and guidance.—C. H. Ammons.

6318. Coon, H. L., & Pepinsky, H. P. (*Ohio State U., Columbus.*) **Contributing toward a language of emotional health.** *Educ. Leadership*, 1955, 12, 476-479.—Staff members of the Ohio State Laboratory School and the Occupational Opportunities Service cooperated on a project oriented toward both basic and utilitarian values. The procedures by which these two groups teamed up and the difficulties and advantages of such cooperation are described. In defining and clarifying concepts of emotional disturbance in school children it was agreed to study manifestations of anxiety. It was found that teaching and clinical groups differed in evaluating the importance of anxiety symptoms, but that there were also great differences among teachers in the University School.—M. Burack.

6319. Harris, Philip. (*St. Francis Prep. Sch., Brooklyn, N. Y.*) **Group techniques sell guidance.** *Personn. Guid. J.*, 1955, 34, 161-163.—A program of Career Days, Educational Forums, vocational workshops, film showings, and similar group functions is described.—G. S. Speer.

6320. Jansen, John J. (*Cath. Univ. America, Washington, D. C.*) **Personnel services in Catholic four year colleges for men.** Washington: Catholic University of America Press, 1955. xiv, 244 p. \$2.75.—A survey of services as of 1952: trends include more comprehensive services to students in pre-admittance counseling, housing, testing and placement, and financial aid. Psychiatric help is available in most colleges but psychiatrists as staff members are rare, while 24% of the colleges have a trained psychologist as counseling staff member. Religious services are becoming voluntary rather than required. The role of student government needs clarification. 232-item bibliography.—W. L. Wilkins.

6321. Kelley, Janet A. (*City Coll., New York.*) **Guidance and curriculum.** New York: Prentice-Hall, 1955. xxii, 532 p. \$5.75.—The author approaches the subject through an interdisciplinary

point of view. The work is divided into five parts: (1) guidance and curriculum in perspective; (2) a guidance-based curriculum; (3) bridging the gaps in transition; (4) community relationships; and (5) evaluation of the program. The author presents the teacher as the pivot rather than as an isolated worker. She shows how parents, counselors, and various community agencies can work together in an integrated effort. The book endeavors to give an orientation to the general aims of education, a definition of the present-day curriculum design, various movements in guidance, the nature of the learning process, and the characteristics of the adolescent students.—S. M. Amatora.

6322. Kittredge, Michael Herbert. (*San Francisco (Calif.) Pub. Schs.*) **Superior graduates look at their high school guidance.** *Calif. J. educ. Res.*, 1955, 6, 178-180.—By means of a questionnaire administered 3 years after graduation, returned by 92% of the 188 having IQ's between 120-171 and by 77% of a comparison group (IQ 90-109), reactions on the effectiveness of the guidance program of the San Francisco Unified School District were obtained. "Although the superior students expressed general satisfaction with their high school guidance program, there is little to indicate that their treatment, other than academic programming, differed from that of the average student. . . . Strengths of the program include general guidance practices, various phases of individual development, benefits of the extra-curricular program and preparation for college work. Weaknesses appeared in the adult-pupil relationship with regard to the student's personal and social problems."—T. E. Newland.

6323. Kough, Jack, & DeHaan, Robert F. (*U. Chicago, Ill.*) **Teacher's guidance handbook. Part I. Identifying children who need help.** Chicago: Science Research Associates, 1955. 145 p.—This is a handbook for use by elementary and junior high school teachers in studying their pupils and identifying those with special problems—emotional, social, ability, talent, physical handicaps, etc. Problems are interpreted as both positive and negative characteristics. Text material discusses methods of study and blanks are provided for recording characteristics of individual children.—C. M. Louttit.

6324. Poole, Florence. (*U. Illinois, Urbana.*) **The child with social and emotional problems.** *Except. Child.*, 1955, 22(1), 20-23.—A description of the role the school social worker plays in dealing with school children having emotional difficulties. The worker must have intimate knowledge of children, be able to work with parents, understand present educational philosophy, be aware of community resources, and form cooperative relationships with teachers. Professional social work training usually entails 2 years post-graduate study which includes periods of supervised field work.—J. J. Gallagher.

6325. Schmidt, John L., & Rothney, John W. M. (*Central Missouri State Coll., Warrensburg.*) **Variability of vocational choices of high school students.** *Personn. Guid. J.*, 1955, 34, 142-146.—A study of 347 high school students, followed from tenth grade to approximately six months after graduation, suggests that variability, rather than consistency, of vocational choice is the rule for the majority of counseled high school youths.—G. S. Speer.

6326. Schorrt, James Davis, Jr. *Appraisal of the counseling facilities in the College of Literature, Science, and the Arts, University of Michigan. Dissertation Abstr.*, 1955, 15, 1555-1556.—Abstract.

6327. Smith, Glenn E. *Counseling in the secondary school*. New York: Macmillan, 1955. ix, 365 p. \$4.25.—". . . designed to provide teachers and administrators with an over-view of counseling and its supporting services and their respective roles in making the counseling service effective and . . . to provide students with an opportunity to explore the counseling field as a possible area of educational specialization." After an introductory chapter, 10 chapters include the following topics: nature and setting of counseling process; methods, techniques, and tools of counseling; developing counseling and supporting services; preparation and certification of counselors; counseling services for adults; evaluating counseling services; issues, trends, and prospects in counseling. An appendix contains recording forms for use in counseling services.—F. Costin.

6328. Wrenn, C. Gilbert (U. Minnesota, Minneapolis.), & Larsen, Robert P. *Studying effectively*. (2nd ed.) Stanford, California: Stanford University Press, 1955. 33 p. 35¢.—(See 15: 4817.) Planning your work; Improving your reading ability; Studying your textbook assignment; Improving your memory; Increasing your ability to concentrate; Taking notes; Preparing for and taking examinations; and Improving your capacity for study are discussed. A study-habits inventory and scoring key are included.—G. C. Carter.

(See also abstract 5957)

EDUCATIONAL MEASUREMENT

6329. Allen, R. M., Thornton, T. E., & Stenger, C. A. (U. Miami, Coral Gables, Fla.) *A note on the Ammons Full-Range Picture Vocabulary Test as a screening device for college students. Psychol. Rep.*, 1955, 1, 459-460.—59 Ss were given Form I of the Wechsler Bellevue Adult Intelligence Scale and Form A of the FRPV. Various correlations were computed, and found to be lower for the college students than for the general adult population. The data confirm that the test only grossly assesses ability of college students, because of the higher level of intelligence. Therefore it is more validly used in the average adult range, particularly as a short screening device.—J. Coulson.

6330. Boyd, Joseph Don. *The relative prognostic value of selected criteria in predicting beginning academic success at Northwestern University. Dissertation Abstr.*, 1955, 15, 1780.—Abstract.

6331. Educational Testing Service. (Chauncey, Henry, Pres.) *Annual report to the Board of Trustees, 1954-5*. Princeton, N. J.: Educational Testing Service, 1956. 140 p.—This report includes accounts of the activities for 1954-5 of research, testing programs, cooperative tests, etc. Brief abstracts are given of research studies during the year. 7-page bibliography of staff members.—C. M. Louttit.

6332. Gaupp, A. (Inst. Jugendkunde, Stuttgart, Germany.) *Schülerauslese als diagnostisches Problem*. (Student selection as a diagnostic prob-

lem.) *Z. diagnost. Psychol.*, 1955, 3, 222-245.—A series of studies dealing with the selection of students for gymnasium and other high schools is reported. The Kretschmer-Höhn test was found more appropriate than either admission examinations or grammar school recommendations, but was no more predictive than other methods. Projective techniques appear helpful but seem uneconomic for large scale administration. Achievement tests are recommended as a means of evaluating a student's educational status. English and French summaries.—H. P. David.

6333. Jackson, Robert A. (Michigan State Coll., E. Lansing.) *Prediction of the academic success of college freshmen. J. educ. Psychol.*, 1955, 46, 296-301.—Reports the relationship found between academic success of freshmen and their performance on these tests: (1) ACE Psychological Examination; (2) Michigan State College Reading Test; (3) Test of English Usage (Hickok); and (4) Arithmetic Proficiency Test. Results: (1) Women achieved higher grades than men. (2) The Reading Test was the best predictor of academic success. (3) Women performed more nearly in accord with their measured ability than did the men. (4) In general, students failing to obtain at least a C average tended to be those with lower ability, but some students in the low-ability group made satisfactory grade averages. (5) Practically all of the individuals in the high-ability group obtained at least a C average; about 50% of those in low-ability group failed to obtain a C average.—F. Costin.

6334. Jones, William Alten. *The adequacy of certain measures used in the selection of freshman state and merit scholarship recipients at Indiana University. Dissertation Abstr.*, 1955, 15, 1553-1554.—Abstract.

6335. Lumsden, J. *Validity of Melbourne Test 90. Aust. J. Psychol.*, 1955, 7, 52-55.—The author criticizes the validity information provided in Laffite's monograph describing the construction of Melbourne Test 90 (see 29: 4690).—P. E. Lichtenstein.

6336. McCowen, Emeline, & Bryan, Roy C. (Western Michigan Coll., Kalamazoo.) *Reporting to parents on pupil progress. Elem. Sch. J.*, 1955, 56, 32-34.—Specific methods of reporting progress at one school will not necessarily be adaptable to all schools. Methods vary with school community. Within the community they change from time to time. The author discusses procedures in making change, methods and outcomes of the October Parent-Teacher Conference, of the mid-year conference and of the year-end letter.—S. M. Amatora.

6337. Pearson, Arvid Neil. *A study of the relationships between attitudes, intelligence, and achievement of University of Minnesota majors in education grouped by major area of specialization. Dissertation Abstr.*, 1955, 15, 1562.—Abstract.

6338. Science Research Associates. *Summary report for the Selective Service System College Qualification Tests. Academic year 1954-1955*. Chicago, Ill.: Science Research Associates, 1955. 30 p.—The data reported indicate that the SRA forms of the SSCQT conformed to the test specifications in every respect. Conservative estimates of reliability yielded r 's in excess of the expected value for individual interpretation; the SSCQT was shown to

have a strong power component, as specified; all four item types made contributions to the total score; and evidences of validity other than predictive indicated that the test functioned as a reliable measure of educational aptitude.—G. C. Carter.

6339. Snider, Bill Carl Franklin. A comparative study of achievement test scores of fraternal and identical twins and siblings. *Dissertation Abstr.*, 1955, 15, 1557-1558.—Abstract.

6340. Sorenson, Garth, & Senior, Noel. (U. California, Los Angeles.) Changes in GATB scores with college training. *Calif. J. educ. Res.*, 1955, 6, 170-173.—Two groups of volunteer college students were retested, one four weeks after the initial test (N = 119) and one four years after the entrance testing (N = 146), mainly from the (Utah) University College, the Colleges of Business and Education, a few engineers, but none from law, medicine or architecture, with special consideration of verbal, spatial, clerical and numerical aptitudes, reasoning, and general intelligence. Except for the R scores in the 4-year group and the N scores of the 4-week group, "all gains were significant at the .001 level of probability; on scores, S, R, and G, the 4-week gain is greater than the 4-year gain; (and) on V and Q the 4-year gain is greater." Comparisons with similar studies are made.—T. E. Newland.

6341. Stone, G. Raymond. The training function of examinations: retest performance as a function of the amount and kind of critique information. *USAF Pers. Train. Res. Cent. Res. Rep.*, 1955, No. AFPTRC-TN-55-8, vi, 22 p.—"Successive classes of cadets in training for ratings as B-26 Aircraft Observers were matched and divided into subgroups on the basis of their performance on a regularly scheduled multiple-choice examination in one section of their course. Five conditions of individual examination review were administered within four hours following the examination. These conditions were (1) knowledge only of their total score on the examination, (2) knowledge of which items were missed, (3) information as to why their chosen response was incorrect, (4) information as to why the correct response—for items they had missed—was correct, and (5) maximum information including why their wrong response was wrong and why the right response for this item was right." Retests given 24 hours and 30 days later showed that performance was benefited by increasing the amount of knowledge of results in the review after the original examination.—W. F. Grether.

6342. Tupes, Ernest C., & Borg, Walter B. Evaluation of a selection composite for screening applicants for USAF Officer Candidate School. *USAF Pers. Train. Res. Cent. Res. Rep.*, 1955, No. AFPTRC-TN-55-15, v, 13 p.—"In order to determine whether the components entering into the OCS selection composite introduced in 1952 were being given optimal weights for prediction of success within OCS, scores on the composite and its components were obtained and analyzed for 360 male candidates of OCS Class 53-B. Biserical correlations between the composite and its components and the criterion of graduation versus elimination from OCS were computed and found to be very low. None differed significantly from zero."—W. F. Grether.

(See also abstract 6384)

EDUCATION STAFF PERSONNEL

6343. Bernard, Alpha Edgar. The refinement and partial validation of a professional beliefs inventory for prospective teachers. *Dissertation Abstr.*, 1955, 15, 1559-1560.—Abstract.

6344. Bowers, Norman Dale. The development and initial validation of an instrument designed to appraise certain aspects of teacher job satisfaction. *Dissertation Abstr.*, 1955, 15, 1549-1550.—Abstract.

6345. Bush, Dixon. (State Univ. College for Teachers, Oneonta, N. Y.) Teacher and community in an anxious world. *N. Y. State Educ.*, 1955, 42, 557-559.—". . . One [essential] component of the teacher-pupil relationship has to do with the concept of the world and the adults' role in it which the pupil gets from perceiving the teacher as a functioning adult. Teachers must be strong and adequate people with broad competencies who appear as significant people to their students. One of the most vital things a teacher can offer is the example of an effective and unafraid adult."—L. D. Summers.

6346. Corey, Arthur. (Calif. Teachers Assoc., Sacramento.) The professional standards movement in education; how teaching is becoming a profession. *J. Teach. Educ.*, 1955, 6, 224-232.—Developing and maintaining standards in the identifiable aspects of teacher service are the means by which teaching can become a stabilized profession. Establishment of standards in five areas is discussed. These areas include professional ethics, professional education, professional service, professional community relations, and professional welfare.—N. D. Bowers.

6347. Fishburn, Clarence E. Teacher role perception in the secondary schools of one community. *Dissertation Abstr.*, 1955, 15, 1798-1799.—Abstract.

6348. Gowan, J. C. (Los Angeles State Coll., Calif.) Prediction of teaching success: rating by authority figures. *Calif. J. educ. Res.*, 1955, 6, 147-152.—Correlational data are presented on relationships among field ratings, student teacher grades, placement ratings, certain aspects of teacher behavior, socioeconomic evidences, and "social nearness to instructor." In general, the correlations suggest the measurement of "identification patterns of the rater, such as social nearness to the subject, rather than teaching effectiveness."—T. E. Newland.

6349. Gowan, J. C. (Los Angeles State Coll., Calif.) Relation of the "K" scale of the MMPI to the teaching personality. *Calif. J. educ. Res.*, 1955, 6, 208-212.—On the basis of other research findings on correlations between measurements on the K scale and other variables, and on the basis of factor analyses involving correlations between K and some 60 other variables which included the uncontaminated MMPI scales, the California Psychological Inventory, the Guilford-Zimmerman, and the Gowan Teacher Prognosis Scale for the MMPI, it is suggested that (1) "K represents more than a test-taking attitude," (2) "high K scores tend to distinguish individuals who are well-adjusted, responsible, controlled, possessed of security and status, characterized by a well-functioning ego, friendly, and non-extrapunitive"; (3) high K scores are rarely found in the

psychotic triad; (4) "high K persons tend to be empathic, and to make good counselors and teachers"; (5) moderate elevation of K is no indication of an attempt to "fake good"; and (6) "this sign is a valid and widely reported test indicator of teaching potential."—T. E. Newland.

6350. Greenberg, Jacob. **The psychiatric impact on the selection and training of teachers.** *Education*, 1955, 76, 152-155.—Suggestions offered involving the psychiatric impact include: (1) providing training in mental health; (2) improving personality record; (3) improving personality tests; (4) increasing respect for teacher; (5) promoting professional satisfaction and (6) watching morale. Following this, the author suggests and discusses a six-point program for the solution to the problem of the disturbed teacher. He concludes that, in the light of its importance, a nationwide study of the problem of the maladjusted teacher should be undertaken by school officials aided by psychiatrists, psychologists, social workers, and teacher organizations with the specific view to establishing procedures to safeguard both health and mental health of the teacher.—S. M. Amatora.

6351. Hoyt, Kenneth B. (State U. Iowa, Iowa City.) **A study of the effects of teacher knowledge of pupil characteristics on pupil achievement and attitudes towards classwork.** *J. educ. Psychol.*, 1955, 46, 302-310.—Seven hypotheses were tested regarding the effect of what teachers know about pupils on these pupils' classroom achievement and attitudes. Subjects were junior high school students. Major results: (1) Teacher use of test information and other appraisal data contributed significantly to their increase in knowledge of pupil characteristics. This knowledge, however, was not found by itself to result in any increase in pupil achievement. (2) There was a definite tendency for increases in teacher knowledge of pupil characteristics to improve pupil attitudes towards teachers.—F. Costin.

6352. Jersild, Arthur T. (Columbia U., New York.) **When teachers face themselves.** New York: Bureau of Publications, Teachers College, Columbia University, 1955. x, 169 p. \$3.25.—In part, this is based on a study of 1,000 teachers and students in education. Data are analyzed with reference to theoretical contributions of developmental psychology, psychoanalytic psychology, and philosophy. Divided into 7 chapters, material is organized under the following topics: anxiety, loneliness, the search for meaning, sex, hostility, and compassion. The author gives a questionnaire to test reaction to teacher's idea of self-understanding, a personal issues inventory, and an analysis of the nine categories included in the inventory, responses to the personal issues inventory, and reactions to anxiety. 56-item bibliography.—S. M. Amatora.

6353. Kearney, Nolan C., & Rocchio, Patrick D. (Public Schs., St. Paul, Minn.) **Using the Minnesota Teacher Attitude Inventory in counseling prospective teachers.** *Personn. Guid. J.*, 1955, 34, 159-160.—Mean MTAI score of 56 high school seniors who plan to become teachers is significantly different from the mean MTAI score of 556 high school seniors who have chosen some other occupation.—G. S. Speer.

6354. Levitt, E. E. (State U. Iowa, Iowa City.) **The effect of a 'causal' teacher training program on authoritarianism and responsibility in grade school children.** *Psychol. Rep.*, 1955, 1, 449-458.—Authoritarianism and responsibility scales were administered to grade school children whose teachers had received special training. Experimental classes showed more responsible behavior than that of controls. It was concluded that decrease in authoritarianism and increase in responsibility are functions of the teacher training experiences. Other analyses were also made.—C. H. Ammons.

6355. Medley, Donald M., & Mitzel, Harold E. (City Coll. New York.) **Studies of teacher behavior: the refinement of two techniques for observing teachers' classroom behaviors.** New York: College of the City of New York, Division of Teacher Education, Board of Higher Education, 1955. v, 42 p. \$1.50. (Res. Ser. 28.)—Experimental use of the techniques developed by Cornell and Withall to measure classroom climate and teacher behavior resulted in a new instrument. Observation Schedule and Rating Form 1-a, "Oscar 1a." Inter-observer reliabilities of .90 and higher were obtained using Oscar 1a with several visits made to a classroom. The use of a single observer at one time and a moderate number of visits are recommended for best measurement.—W. Coleman.

6356. Morsh, Joseph E., Burgess, George G., & Smith, Paul N. **Student achievement as a measure of instructor effectiveness.** *USAF Pers. Train. Res. Cent. Res. Rep.*, 1955, No. AFPTRC-TN-55-12, v, 20 p.—Pre and posttest scores of students in the hydraulics phase of an Aircraft Mechanics Course were used as a means of evaluating instructor effectiveness. Results obtained by this measure were correlated with other measures of instructor effectiveness, such as students' ratings, peer ratings, supervisors' ratings, and instructor test scores. Except for the students' ratings, other measures of instructor effectiveness showed rather low correlations with student gains.—W. M. Grether.

6357. Nursey, H. J. **The status of the teaching profession in Great Britain.** *J. Teach. Educ.*, 1955, 6, 212-223.—A discussion is presented of teaching and its professional status in Great Britain; the qualities needed in a teacher of "high quality"; the program of teacher training, and the necessity of freedom for teachers. Teachers regard themselves as copartners with the Ministry of Education, are alert to the necessity of enjoying academic and civic freedom, and never forget that their job is the welfare of the individual child.—N. D. Bowers.

6358. Rabinowitz, William (Bank Street Coll. Educ., New York.), & Travers, Robert M. W. **A drawing technique for studying certain outcomes of teacher education.** *J. educ. Psychol.*, 1955, 46, 257-273.—Students at two different teacher training institutions at different stages in their professional preparation were instructed to draw a picture of a teacher with a class. After analyzing these drawings, the authors concluded that the type of program experienced by the students had marked consequences on the kinds of concepts about teaching which they developed.—F. Costin.

6359. Rocchio, Patrick D. (Long Beach City Coll., Calif.), & Kearney, Nolan C. **Using an at-**

itude inventory in selecting teachers. *Elem. Sch. J.*, 1955, 56, 76-78.—The study was designed to investigate differences in MTAI scores among elementary-school teachers with two, four, and five or more years of college education; differences between married and single elementary-school teachers; and age level differences. Statistical analysis of the study is presented and conclusions are given.—S. M. Amatora.

6360. Volpe, Edmond L. (*City Coll., New York.*) **Schizophrenia on the campus.** *Sch. & Soc.*, 1955, 82, 165-167.—The successful American college professor, as a healthy schizophrenic must play the role of a socially sensitive and responsive teacher while pursuing the solitary, anti-social life of the scholar. As colleges expand and change, there is an increasing need for real teachers who can lead students seeking the practical and technological in their education to courses which awaken and expand their thinking. The future scholar will need to be conscious of his role as a teacher should prepare himself educationally and psychologically for his dual responsibility.—E. M. Bower.

6361. Ward, Lewis B. (*Harvard U., Cambridge, Mass.*) **Academic grades and teaching careers.** *J. Teach. Educ.*, 1955, 6, 171-177.—Analysis was made of the college achievement of the alumni of the Harvard Graduate School of Business Administration who were employees of educational institutions. Although a wide range in individual academic records was found, men who entered teaching from the Graduate School of Business did not represent a disproportionately large number of poor students. Arrangement of the graduates was in terms of title of their academic position, and except for two groups, the graduates who went into teaching tended to be selected from the upper half of the range in academic grades in their classes.—N. D. Bowers.

6362. Wilson, John Bruce. **A study of the relationship between pupil achievement and the working patterns of school principals.** *Dissertation Abstr.*, 1955, 15, 1539.—Abstract.

(See also abstract 6375)

PERSONNEL PSYCHOLOGY

6363. Baker, Alton W. (*Southern Methodist U., University Park, Tex.*) **Personnel management in small plants.** Columbus: Ohio State University, Bureau of Business Research, 1955. xxi, 288 p. \$4.00.—Based on a survey of 523 small (less than 300 employees) companies, a detailed analysis is presented of practices and policies in thirty-one major personnel functions, grouped into a dozen areas: organization structure, recruitment and training, wage and fringe benefits, employee safety and health, recreational and miscellaneous personal services, collective bargaining, records, merit rating and status changes, absenteeism and tardiness, attitude analysis, suggestion systems, and grievances, discipline and discharge. Breakdowns by size of company and unionization are included. 134-item bibliography.—P. Ash.

6364. Chambers, R. M. **The social organization of some science research apprentices in scientific, recreational, and routine-work activities.** *Psychol. Rep.*, 1955, 1, 401-408.—The social structure of groups

of apprentices over a three-year period was studied by means of sociometric questionnaires. Males tended to be centers of scientific clusters; subgroups tended to choose within themselves more frequently in scientific activities but not for other activities.—C. H. Ammons.

6365. Cohen, Jay D., & McKelvey, Robert K. **The behavior of individuals and personnel systems in the surveillance functions of an Air Defense Direction Center: III. Distribution of responses with respect to job functions.** *USAF Pers. Train. Res. Cent. Res. Rep.*, 1955, No. AFPTRC-TN-55-11, vi, 15 p.—Job performance characteristics of operators in Air Defense Direction Centers were studied. "Samples of job performance data in terms of the distribution of types of responses observed at three positions—scope operator, plotter, and teller/recorder—were collected. Behavior at each job is categorized in relation to effectiveness in accomplishing the basic air surveillance mission; i.e., processing relevant information progressively forward through the system. Analysis of these data reveals the characteristic ways each of the air surveillance positions is performed. Significant differences in the apparent effectiveness of carrying out the various jobs are indicated. In addition, the data provide a basis for specifying basic job skills and tasks."—W. F. Grether.

6366. Fine, Sidney A. (*U. S. Employment Service, Washington, D. C.*) **Functional job analysis.** *J. person. Adm. industr. Relat.*, 1955, 2, 1-16.—The key to good job analysis is the clear and accurate recording of observations obtained. Research by the Occupational Analysis Branch of the Labor Department has resulted in the adoption of standard sentence structure, which, when applied to worker functions, methods groups, and materials, products, and subject matter categories, yields reliable and effective job information.—H. Silverman.

6367. Gilmour, Robert W. **Industrial wage and salary control.** New York: John Wiley and Sons, 1956. x, 261 p. \$7.50.—There are 10 chapters dealing with job analysis, job evaluation and detailed material on the development, installation and administration of a point evaluation plan. Industrial examples are used and a 25 job sample demonstrates the operation and significant characteristics of the point evaluation system. Statistical aspects of job evaluation and wage control are presented. The appendices include a dictionary of statistical terminology and condensed computing forms for various statistical techniques. 79-item bibliography.—C. G. Browne.

6368. Gragg, Donald B., Kieselbach, David J., Murphy, Walter F., Peckham, Raymond E., & Heller, Herbert. **The 14-week exploratory study of marginal-airman basic training: comparison of proficiency of 8-week and 14-week training groups.** *USAF Pers. Train. Res. Cent. Res. Rep.*, 1955, No. AFPTRC-TN-55-10, vi, 27 p.—An experimental group of marginal-ability airmen was given 14 weeks of basic training instead of the usual 8 weeks. Performance of the 14-week group slightly surpassed that of the 8-week students on a variety of regular subject matter tests, but in general the superiority was not sufficient to justify the additional training.—W. F. Grether.

6369. Haines, Peter George. **An analysis of selected factors in the socio-economic and oc-**

cupational experience backgrounds of distributive personnel in limited-line stores. *Dissertation Abstr.*, 1955, 15, 1525.—Abstract.

6370. Haire, Mason. *Psychology in management*. New York: McGraw-Hill, 1956. x, 212 p. \$4.75.—Students and supervisors with some knowledge of psychology are offered a "statement of a set of psychological principles and their implications for some problems of industrial management." Today's management interests, the nature of needs, leadership, communication, training, productivity, and payment plans are discussed with stress on general factors and examples rather than "the cookbook approach."—R. Tyson.

6371. Laird, Donald A., & Laird, Eleanor C. *The new psychology for leadership*. New York: McGraw-Hill, 1956. 226 p. \$4.00.—Research results of studies in group dynamics and human relations are presented in their practical applications and with a popular approach with the purpose of aiding in streamlining supervisory techniques toward greater effectiveness. There are ten sections under such titles as the new guides for leaders, developing cooperative teams, and "human-ness" in the leaders. Case histories and visual aid "cartoons" are used to illustrate discussion points. 130 references.—C. G. Browne.

6372. Lanham, E. (U. Texas, Austin.) *Job evaluation*. New York: McGraw-Hill, 1955. ix, 404 p. \$6.00.—Designed "for college students as well as operating personnel," the principles, practices and procedures involved in developing, installing, and maintaining a job evaluation plan are described in 19 chapters. Included is discussion of organization for job evaluation, the role of the union, the four principal methods, job analysis and description, the wage survey and job pricing, control of the plan, and application of the technique to managerial positions. 9-page bibliography.—P. Ash.

6373. Riessman, Frank. *Workers' attitudes toward participation and leadership*. *Dissertation Abstr.*, 1955, 15, 1923-1924.—Abstract.

6374. Rosa, Joseph J. *Securing and retaining volunteers for the Ground Observer Corps*. *USAF Pers. Train. Res. Cent. Res. Rep.*, 1955, No. AFPTRC-TN-55-7, vi, 47 p.—"A survey of literature has been made to uncover factors related to volunteer service in the Ground Observer Corps (GOC). Studies of the personal and social characteristics of volunteers and of efficient methods and techniques for motivating and retaining civilian volunteers have been reviewed and interpreted in terms of the GOC problem." 183 references.—W. F. Grether.

6375. Smith, Robert G., Jr., & Staudohar, Frank T. *Critical requirements of basic training tactical instructors*. *USAF Pers. Train. Res. Cent. Res. Rep.*, 1955, No. AFPTRC-TN-55-5, v, 13 p.—"This Research Report analyzes 6615 examples of especially effective or especially ineffective behavior of tactical instructors (critical incidents). The examples were reported by basic airmen, tactical instructors, and training supervisors. Effective incidents were reported much more frequently than ineffective in certain areas, such as those dealing with the tactical instructor's use of instructional methods and his use of punishment and rewards. On the other hand, cer-

tain problem areas have been identified by a predominance of ineffective incidents. One of these is a lack of adequate care in the selection of trainee leaders. Others are inappropriate language, threats, and loss of temper. It is suggested that these last deficiencies may grow from the instructor's failure to discriminate between disciplinary and training problems.—W. F. Grether.

6376. Trow, Donald Brownell. *The effects of autonomy upon job satisfaction and status: an experimental study of communication links in task-oriented groups*. *Dissertation Abstr.*, 1955, 15, 1925.—Abstract.

6377. Tupes, Ernest C., Bowles, J. W., & Torr, Donald V. *Predicting motivation for flying training among senior AFROTC cadets*. *USAF Pers. Train. Res. Cent. Res. Rep.*, 1955, No. AFPTRC-TN-55-18, v, 8 p.—"A battery of aptitude, attitude, and biographical information tests was administered (at six universities) to AFROTC senior year cadets on whom AFROTC proficiency criterion measures were also obtained. Biserial correlations were compiled between each predictor variable and a motivation-for-flying criterion made up of cases who had actually applied for flying training and of cases who had not applied for flying training even though they considered themselves able to pass the flight physical examination. All were essentially zero except those of the two parts (and their sum) of the Attitude Survey. A correlation (tetrachoric) of .64 was found between stated intention to apply for flying and later actual application for pilot or observer training."—W. F. Grether.

6378. Whyte, William Foote, et al. *Money and motivation; an analysis of incentives in industry*. New York: Harper, 1955. xii, 268 p. \$4.00.—The five M's of factory life are discussed: men, money, machines, morale, and motivation. The factory is a social system the parts of which depend upon and react against each other so that economic incentives alone cannot provide stimulation for production. Men's reactions to money cannot be explained without considering their relations with each other as well as the relations of groups with other groups within the plant as a whole. The research data consist of case studies in a variety of factory working situations. The author formulates an approach to the administration of economic incentives and suggests how the social concept of the factory can be applied practically by union and management officials to develop sounder bases of employee motivation and reward in industry.—C. G. Browne.

6379. Windle, Charles (HRU No. 3, Ft. Benning, Ga.), & Parker, Harold E. *A comparison between the peace time psychiatric casualty rates of parachutists and non-parachutists*. *J. clin. Psychol.*, 1955, 11, 398-400.—Over about a one year period within one airborne division the psychiatric referral rate was very significantly lower for jumpers than for non-jumpers perhaps because of the more careful screening of the jumpers. "On the other hand, the observation that paratroopers are prone to aggressive types of reactions seems to be correct when a contrast is made against other types of breakdowns. Although there appears to be no difference between the proportion of jumpers and non-jumpers with passive-aggressive reactions, amoral or anti-social personality, al-

coholism or behavior disorders, if a jumper *does* receive psychiatric attention he is more apt to fall into one of these categories than is a nonjumper psychiatric casualty." 16 references.—*L. B. Heathers.*

(See also abstracts 6394, 6410)

SELECTION & PLACEMENT

6380. Gordon, Mary Agnes. Implications of regional differences in aptitude for personnel classification. *USAF Pers. Train. Res. Cent. Res. Rep.*, 1955, No. AFPTRC-TN-55-13, vi, 13 p.—"The regressions of final school grade on aptitude index were compared for six Army Areas in three samples of graduates of clerical and mechanical technical schools. Significant differences in level of regression line were found in two of the three samples and a nearly significant difference in the third. The extent of these differences was found by comparing the grades predicted by the total regression equation with the grades observed in individual Army Areas. Differences were attributed to the influence of different cultural backgrounds in the different areas."—*W. F. Grether.*

6381. Smith, Robert G., Jr., & Gragg, Donald B. (Lackland AFB, Tex.) Quality control procedures for monitoring psychological testing. *USAF Pers. Train. Res. Cent. Res. Rep.*, 1955, No. AFPTRC-TN-55-21, v, 16 p.—"This report describes procedures for rapid detection of discrepancies in test administration and processing, applying industrial quality control methods. Wald's sequential analysis methods are used. After the necessary tables have been prepared, the actual monitoring operation involves only a simple clerical routine. The procedures described are applicable to any continuing, large-scale testing program."—*S. B. Sells.*

6382. Thorndike, Robert L., & Hagen, Elizabeth P. (Teachers Coll., Columbia U., New York.) Identification of job skills in Air Force recruits. *USAF Pers. Train. Res. Cent. Res. Rep.*, 1955, No. AFPTRC-TN-55-19, vi, 24 p.—"Using an Experience Record questionnaire, a procedure was studied for identifying newly inducted airmen with significant job skills, i.e. potential "By-Passed Specialists." This report describes the questionnaire, discusses scoring technics and results at 3 bases. The data indicate that about one third of the men will report experience which justifies giving them job knowledge tests; and about 40% of those will qualify for direct assignment in a career field at a minimum skill level. The method results in more economical utilization of personnel."—*S. B. Sells.*

6383. Tupes, Ernest C. Comparison of performance in USAF Officer Candidate School of candidates selected by two screening procedures. *USAF Pers. Train. Res. Cent. Res. Rep.*, 1955, No. AFPTRC-TN-55-16, vi, 30 p.—"Two hundred twenty-three male OCS candidates selected by means of screening procedures in use prior to early 1952 were compared with 367 candidates selected by means of revised screening procedures after early 1952. It was found that the group selected by the revised procedures was older, of higher pre-OCS rank, had completed fewer years of college, and included a greater proportion of married candidates." Also among the group selected by the newer procedure a higher per-

centage graduated from OCS, and more of them were distinguished graduates.—*W. F. Grether.*

6384. Weybrew, Benjamin B. (USN Sub. Base, New London, Conn.) Predicting success in submarine school. *USN Submar. Med. Res. Lab. Rep.* No. 259, 1954, 13(20), (No. 259), 37 p.—"The prediction validity of the Navy Enlisted Battery was studied in relation to success in Submarine School. The Officer Candidate Battery (OCB) was also studied for prediction of class rank. Results of these and an interview are reported. "Two meanings of the term 'validity' are examined: The first, which is the usual statistical interpretation, indicates how much the 'bank of error' in the predicted criterion score is narrowed by knowledge of a valid predictor score, while the second point of view, entitled practical validity, is defined wholly in the actuarial sense of the probability of success in the activity under study as determined by knowledge of a score on a predictor of known validity. Analyzed in the second sense, predictors with validity coefficients of .30 to .50 have considerable use in an assessment program."—*B. Kutner.*

6385. Wilkins, Walter L., Anderhalter, O. F., Rigby, Marilyn K., & Stinson, Pairlee. (St. Louis U., Mo.) Statistical description of criterion measures for USMC junior officers. *St. Louis Univ. Dept. Psychol., Tech. Rep.*, 1955, No. 5, 34 p.—"Psychological test scores and psychiatric interview assessments were obtained for U. S. Marine Corps officer candidates during a screening course. Later the officers were rated by psychologists on the basis of an interview, and also by their immediate superiors. Also, they were again evaluated by a psychiatrist. Various statistical analyses of the results are discussed. In general there were no demonstrable relationships between the initial psychiatric assessments and the later effectiveness measures."—*W. F. Grether.*

(See also abstracts 6194, 6433)

LABOR-MANAGEMENT RELATIONS

6386. Axtell, Robert G. How one company made merit rating work. *Personnel J.*, 1955, 34, 219-221.—Foremen were given responsibility for wage increases so they would base their merit ratings on performance and not just rate everyone high so he could get a raise. Supervisors in conference worked out factors to be applied to each job and the emphasis each factor should have. They felt more of a need for assistance in conducting helpful interviews after the ratings were made than they did in reaching the wage decision.—*M. B. Mitchell.*

6387. Brayfield, Arthur H., & Crockett, Walter H. (Kansas State Coll., Manhattan.) Employee attitudes and employee performance. *Psychol. Bull.*, 1955, 52, 396-424.—An examination is made of the empirical literature bearing upon the relationships between employee attitudes and employee performance. A discussion of methodological questions includes considerations of sampling, of criterion measures, and of general problems of analysis and design. Theoretical considerations include the employee's outside environment, and both union and company structures. Two conclusions are inferred from the literature reviewed: 1. Job satisfaction does not imply strong motivation for outstanding performance;

and 2. "... productivity may be only peripherally related to many of the goals toward which the industrial worker is striving." 62 references.—R. Perloff.

6388. French, Seward H., Jr., & Guetzkow, Harold. (Carnegie Inst. Technol., Pittsburgh, Pa.) **Birth of a training organization.** *Personnel J.*, 1955, 34, 212-218.—After a survey of the training needs in the 5 plants of the Crucible Steel Co. of America, the local colleges were asked to provide human relations training for the management team. Steering committees, consisting of top-level management members and department superintendents were established at each plant with the help of the colleges. The steering committees were continued after a Training Supervisor and three Training Co-ordinators were employed at headquarters, and they had veto power over proposed training.—M. B. Mitchell.

6389. Ganguli, Harish Chandra. (Indian Inst. of Tech., Kharagpur.) **Industrial cooperation.** *Indian J. soc. Wk.*, 1955, 16, 83-89.—Analysis of various causes of industrial conflict is made as well as the suggestion that proper studies of labour-management problems may bring about better understanding leading to the adoption of means to solve them. 19 references.—R. Schaefer.

6390. Koran, Sidney W. (United Merchants and Manufacturers, Inc., New York.) **Controlling office turnover.** *Mgmt. Rev.*, 1955, 44(1), 25-35.—Cost of labor has increased both absolutely and relatively to a point where it exerts significant influence on cost of product. Labor turnover can affect the profit picture by contributing greatly to the cost of doing business. Some specific reasons why separations take place: (1) poor selection, (2) poor orientation, (3) unkept promises, (4) poor supervision, (5) an unsatisfactory salary structure, (6) more hours and fewer holidays than are prevalent in the particular labor market, (7) lack of communication, (8) deficiencies in training, (9) substandard employee benefits, (10) unfriendliness, unfair treatment, arbitrary decisions, etc., (11) unsatisfactory working conditions, and (12) a general lack of loyalty toward the company.—M. R. Kovnar.

6391. Sawyer, Jack. **Self-insight and supervisory performance.** *Dissertation Abstr.*, 1955, 15, 1892.—Abstract.

6392. Speroff, B. J. (U. Chicago, Ill.) **Job satisfaction and interpersonal desirability values.** *Sociometry*, 1955, 18, 69-72.

6393. Turner, Arthur N. **Interaction and sentiment in the foreman-worker relationship.** *Hum. Organization*, 1955, 14(1), 10-16.—In two automobile assembly plants worker attitudes toward foremen warmed with increasing interaction frequency. The majority of workers wishing to regard the foreman as friend favored foremen who interacted more frequently. A minority, which considered foremen only in terms of work, preferred less interaction on grounds of less interference.—L. M. Hanks, Jr.

(See also abstract 5899)

INDUSTRIAL AND OTHER APPLICATIONS

6394. Friedmann, Georges. **Industrial society: the emergence of the human problems of automation.** Glencoe, Ill.: The Free Press, 1955. 436 p.

\$6.00.—The author surveys the problems created by large-scale, mechanized industry; the attempts of industrial organizations to deal with them; and the contributions of psychology and the social sciences to solving the human aspects of the problems. There are 18 chapters in three main sections—the human factor, the limits of the human factor, a social psychology of the factory. The topics covered include Taylorism, fatigue, monotony, accidents, automation, industrial training, and human relations. Conditions are formulated for deriving the greatest benefit from technological progress and a change in industrial organization is proposed which would make the employee understand the social value of his work and associate him with the planning and direction of it.—C. G. Browne.

6395. Sofer, Cyril. (Tavistock Inst., London, Eng.) **Reaction to administrative change: a study of staff relations in three British hospitals.** *Hum. Relat.*, 1955, 8, 291-316.—The results of this field study suggest: (1) formal rules may change without affecting the internal structure of the organization; (2) change is unsettling; (3) the sociological and psychological life of a group is a unity; (4) administrative acts, as communications, are distorted; (5) innovations of procedure or structure are converted to satisfy needs other than their original purposes; (6) attitudes are not independent; (7) sheer size of an organization operates to create problems or morale; (8) an increase in size may require different personnel to carry out the same functions because of the additional activities of the position.—R. A. Littman.

INDUSTRY

6396. Alluisi, E. A., & Harker, G. S. (Army Med. Res. Lab., Fort Knox, Ky.) **Linear perspective as a source of psychological error in binocular range finding.** *U.S. Army med. Res. Lab. Rep.*, 1952, No. 97, ii, 47 p.—Two experiments, involving 24 subjects, investigated the tenability of the hypothesis that, all things equal, the variability of ranging will be lowest when the linear perspective cues of a familiar object are in greatest agreement with the visual ranging cues. Data obtained from a piece of apparatus called a stereoptometer were treated statistically by a three factor analysis of variance design, and failed to support the hypothesis. When the data were treated by Chi square and other non-parametric tests, the results tended to support the nativistic rather than the empiricistic orientations of theories of perception. Two appendices are included; one describes in detail the stereoptometer and the other presents formulae (with derivations) concerning the empiricistic viewpoint. 26 references.—R. V. Hamilton.

6397. Alluisi, E. A., Harker, G. S., Enoch, J. M., Wickersham, R. A., & McGraw, J. L. (Army Med. Res. Lab., Fort Knox, Ky.) **Binocular stereoptic acuity and spatial localization as criteria for the evaluation of contact lenses.** *U.S. Army med. Res. Lab. Rep.*, 1951, No. 70, ii, 25 p.—A pilot study using an experimental design suitable to small sampling techniques tested the hypothesis that changes in binocular stereoptic acuity (a measure of the variable ranging error) and spatial localization (a measure of the constant ranging error) might take place when contact lenses are worn. Readings were taken

on the stereoptometer (a binocular stereoscopic range finder) by three subjects and were subjected to an analysis of variance technique. The hypothesis was neither strengthened nor weakened by the results and conclusions, but the experiment was criticized and recommendations for design improvement were made.—R. V. Hamilton.

6398. Bateman, W. F. (U. Texas, Austin.), & Ackerman, E. Some observations on small-town noise. *Noise Control*, 1955, 1(6), 40-43; 61.—Noise spectra were time sampled at a number of locations in State College, Pa. It is concluded that, "(1) For similar locations, there are no significant differences in the character of spectra and sound pressure levels observed in State College compared to those in large cities. (2) The elements which produce high noise levels in cities (i.e., elevated trains, streetcars, very heavy traffic, etc.) are seldom or never observed in State College. Because of this, the noise levels experienced by residents there probably are lower than those heard by the average city dweller."—P. D. Coleman.

6399. Baumgarten, F. Die Psychologie und der "Mann am Steuer." (Psychology and the "man at the steering wheel.") *Mensch u. Arbeit*, 1955, 7(2), 1-6.—American psychologists were the first ones to recognize the relationship between safe driving and emotional stability. The need for a systematic screening program of all drivers, especially those with responsibility for public transportation, as well as for educational and therapeutic measures of drivers is stressed.—E. Schwerin.

6400. Birmingham, H. P., Kahn, A., & Taylor, F. V. A demonstration of the effects of quickening in multiple-coordinate control tasks. *USNRL Rep.*, 1954, No. 4380, i, 7 p.—Quickening is the process of providing optimal motor performance when the subject has instantaneous knowledge of the effects of his motions. The present study is an attempt to determine the efficacy of quickening where the human is connected to several control loops. The subjects manipulated two joysticks to keep within view two targets upon a dual cathode ray tube. Each dot could move in both X and Y coordinates. The subject's performance was compared with his results when he tracked in only one or two coordinates without quickening. The majority performed the quickened task perfectly on the first day of the experiment. They were unable to control the dot in two dimensions without quickening even after ten days of trials. Several Ss learned to control the dot in one coordinate without quickening.—J. A. Vernon.

6401. Birmingham, H. P., & Taylor, F. V. A human engineering approach to the design of man-operated continuous control systems. *USNRL Rep.*, 1954, No. 4333, iv, 28 p.—This report is an attempt to bring together those factors which are relevant for design and training practices of man-operated machinery. Part I phrases the problem primarily for the engineer, while Part II evaluates the problem in S-R psychological language. Empirical evidence is presented and where lacking speculation is offered. The fruitful direction of future research is suggested. 26-item bibliography.—J. A. Vernon.

6402. Blum, Milton L. *Industrial psychology and its social foundations*. (Rev. ed.) New York:

Harper, 1956. xvi, 612 p. \$6.00.—Addressed to college students, businessmen, and union leaders, the work "is intended as a systematic presentation of the subject matter of industrial psychology," with "neither employer nor employee bias." The new edition adds progress and growth since 1949 (see 23: 2958). Motives of employees and employers, work problems, and product distribution are dealt with in 21 chapters.—R. Tyson.

6403. Brown, Fred R. (Aero. Med. Equip. Lab., Naval Air Sta., Philadelphia, Pa.), & Lovejoy, William L. Current developments in improving cockpit informational presentations. *J. Aviat. Med.*, 1955, 26, 413-416.—"Considerable progress has been made in the Navy's program to improve the pilot's working environment. In the interim phase of the program for the human engineering of data presentation, significant developments have occurred in miniaturizing instruments, integrating displays, improving instrument legibility and interpretability, laying out cockpits for easier pilot functioning and accommodating the cockpit to the visual requirements of high speeds and high altitudes. New forms of instrument lighting are being tried in order to improve this aspect of display. This report presents the more notable developments in this program, discussing the planning, development, and testing which provide the basis for progress."—J. M. Vanderplas.

6404. Christner, Charlotte A., & Hemphill, John K. (Ohio State U., Columbus.) Leader behavior of B-29 commanders and changes in crew members' attitudes toward the crew. *Sociometry*, 1955, 18, 82-87.

6405. Corso, J. F., & Harker, G. S. (Army Med. Res. Lab., Fort Knox, Ky.) The use of variability scores for determining the probability of first-shot hits of stereoscopic range finder operators. *U.S. Army med. Res. Lab. Rep.*, 1950, No. 48, ii, 7 p.—A mathematical formula which can be used to calculate the probability of a first-shot hit for any given range finder operator variability score has been derived by means of Gaussian statistical techniques. This empirical determination of probability is based upon the assumption that three major sources of error are present in firing the first shot at a given target: (1) error in range finder bias setting, (2) error in target ranging, and (3) shell deviation due to gun dispersion. Further assumptions are that these sources of error will, for any given observer on repeated occasions, produce a distribution falling on a "true target range," and that this distribution is normal.—R. V. Hamilton.

6406. Dougherty, Dora Jean. The use of primary contact flight trainers: a comparison of two methods of pre-flight instruction. *Dissertation Abstr.*, 1955, 15, 1783.—Abstract.

6407. Garvey, W. D., & Mitnick, L. L. Effect of additional spatial references on display-control efficiency. *J. exp. Psychol.*, 1955, 50, 276-282.—Where internal interference among the stimuli is high the addition of spatial references in the system increases the efficiency of the system. After internal interference is reduced to a minimum the addition of spatial references does not enhance performance. Adding an excessive number of spatial references significantly deteriorates performance.—J. Arbit.

6408. Gerathewohl, Siegfried J. (USAF Sch. Aviat. Med., Randolph AFB, Tex.) **Brightness contrast and target identification thresholds on the radar PPI.** *J. Aviat. Med.*, 1955, 26, 399-408.—"An exhaustive study of brightness contrasts at the various target identification thresholds and appearance levels was completed just recently, which covers the practical range of sweep brightness during radar PPI interpretation. . . . Brightness and contrast differences seem to exist between the two types of sweep rotation, two degrees of sweep brightnesses, five target identification thresholds or video gain settings." Conclusions, drawn from inspection of graphically plotted raw data, though not statistically analyzed, indicate some of the relations between physical variables of the radar and visual variables of the operator as they affect target identification.—J. M. Vanderplas.
6409. Guth, Sylvester K., & Eastmann, A. A. (Lighting Res. Lab., Gen. Electric Co., Nela Park, Cleveland, O.) **Lighting for the forgotten man.** *Amer. J. Optom.*, 1955, 32, 413-421.—The individual is forgotten in the average. The results of this study of 40 subjects emphasize the importance of considering individual differences when determining required levels of illumination. Moreover, day to day variations in one observer were considerably less than those found between observers.—T. Shipley.
6410. Haire, Mason. **Size, shape and function in industrial organizations.** *Hum. Organization*, 1955, 14(1), 17-22.—As shown by D'Arcy Thompson biological organisms change in shape and function with increasing size; so industries varying in size must change also in function and shape. This kind of relationship offers the possibility of studying changes in shape and function of industry and determining the kinds of forces that play upon it.—L. M. Hanks, Jr.
6411. Haisch, E. **Fliegen als ein Befreiungserlebnis.** (Flying as a liberation experience.) *Acta psychol.* *psychosom. orthopaedagog.*, 1955, 3, 251-258.—Conquest of the air is compared to that of fire in the myth of Prometheus and examined in respect to its psychological consequences. These consist only moderately in the fact of earthly distances becoming relative; of greater importance is the increase in power which is experienced as a personal achievement. From the possibility of easy air movement follow many symbolic significances. Individual reaction to flying extends from an ecstatic inebriety associated with altitude to fear of death and may be used for psychotherapeutic purposes. English and French summaries.—G. Rubin-Rabson.
6412. Harker, George S., & Wickersham, R. A. (Army Med. Res. Lab., Fort Knox, Ky.) **Binocular summation of geometrical patterns as a range indicator.** *U.S. Army med. Res. Lab. Rep.*, 1952, No. 96, ii, 17 p.—The feasibility of using binocularly summated reticle patterns in the stereoscopic range finder was investigated under three experimental conditions. Experimental condition I (carried out under essentially field conditions) determined the relative sensitivity of various summation reticles by comparing them with stereoscopic reticles in a modified telescope; and experimental conditions II and III were carried out in the laboratory, using the stereoptometer (an asymmetrical sight verging instrument). The results indicated the possibility that a summation reticle might possess certain advantages over a stereoscopic reticle.—R. V. Hamilton.
6413. Hurt, Mary Jane. **Perception training for telephone information operators.** *Amer. J. Optom.*, 1955, 32, 546-552.—"The duties of telephone information operators are exceptionally demanding on near point visual skills." Hence "[p]erception training based on the use of the tachistoscope and discussion topics on how to achieve better eye-mind coordination should . . . prove particularly beneficial to employees in this job category." Such a program was undertaken, with N = 54, and N = 37 on the three-month followup. The subjects were divided up into eight separate classes. It was found that ". . . the training developed on increased ability in skills required on the job. . . ." There were also reduced fatigue, less tension and eye-strain.—T. Shipley.
6414. Jones, Edward R., & DuBois, Philip H. **The use of expert judgments in the development of flight simulator training courses.** *USAF Pers. Train. Res. Cent. Res. Rep.*, 1955, No. AFPTRC-TN-55-14, vi, 20 p.—Judgments were obtained from B-50 aircraft commanders, pilots, and flight engineers concerning in which of 30 training areas comparable crews of their squadron most and least needed training. The combined judgments of training needs showed relatively high stability and agreed quite well with ratings of flight simulator instructors as to the areas in which the crew members were weak.—W. F. Grether.
6415. Kamrass, Murray, & Swartzel, Karl D. **Evaluation of the noise field around jet-powered aircraft.** *Noise Control*, 1955, 1(6), 30-39; 54.—An octave band analysis of sound pressure levels 100 feet from a six-engine B-47 airplane is presented as a function of azimuth. Factors influencing the ground-level noise from aircraft in flight are discussed. Using speech interference level (SIL) as the human tolerance criterion, isosilic noise contours are constructed around a B-47 airplane. The use of isosilic contours in indicating flight patterns which will permit minimum noise levels for those areas requiring a minimum of noise annoyance is demonstrated.—P. D. Coleman.
6416. Kendall, William E. (Lago Oil and Transport Co., Aruba, Netherlands West Indies.) **Industrial psychology.** *Annu. Rev. Psychol.*, 1956, 7, 197-232.—"This review summarizes the current literature as it appears in professional journals" for the year ending May, 1955. The major subject headings are: criteria of performance, selection, training, job analysis and evaluation, equipment design and accidents, consumer research and advertising, human relations, status of personnel research in industry. 144-item bibliography.—C. M. Louttit.
6417. Krulee, Gilbert K., & Weisz, Alexander. (Tufts Coll., Medford, Mass.) **Studies in the visual discrimination of multiple-unit displays.** *J. exp. Psychol.*, 1955, 50, 316-324.—A series of studies investigating distance thresholds for 1-, 2-, and 3-digit displays as a function of the number of alternative possibilities in each position of the display. Using both numbers and letters concluded that there are two factors involved in the prediction of distance thresholds: (1) number of alternative possibilities, and (2) the specific difficulty of discriminating among

the elements selected to define a set of alternatives.—*J. Arbit.*

6418. Martin, William B., & Johnson, Edward E. (Army Med. Res. Lab., Fort Knox, Ky.) **An optimum range of seat positions as determined by exertion of pressure upon a foot pedal.** *U.S. Army med. Res. Lab. Report*, 1952, No. 86, ii, 9 p.—Tests on 166 men with anthropometric measurements representative of Army male personnel were performed to determine an optimum range of seat positions for exertion of pressure upon a foot pedal. Data obtained from measurements of a specially constructed apparatus were interpreted by the authors and the following conclusions were given: (1) "In the optimum positions for exertion of pressure upon a foot pedal, the pedal is slightly above the level of the seat"; (2) "Changes in horizontal seat-to-pedal distance affect the foot pressure more than like changes in vertical seat-to-pedal distance"; and (3) "An optimum range of seat-to-pedal distances can be related to body height."—*R. V. Hamilton.*

6419. Preston-Thomas, H. (Div. Appl. Physics, NRC, Ottawa, Can.), Edelberg, Robert; Henry, James P., Miller, J., Salzman, Edwin W., & Zuidema, George D. **Human tolerance to multistage rocket acceleration curves.** *J. Aviat. Med.*, 1955, 26, 390-398.—"Hyperbolic acceleration curves are derived for three or four stage rockets which could attain the 10 to 11 km./sec. velocity necessary for establishment in a practical orbit round the earth. A preliminary study has evaluated the capacity of nine subjects to perform a dual pursuit task while undergoing a typical series of curves. Evidence is presented to indicate that select crewmen can be expected to assist in the control of such a vehicle during the critical acceleration phases of the flight."—*J. M. Vanderplas.*

6420. Rice, A. K. **The experimental reorganization of non-automatic weaving in an Indian mill: a further study of productivity and social organization.** *Hum. Relat.*, 1955, 8, 199-249.—In a previous study it was shown that the breakdown of tasks into smaller components was accompanied by a disorganization of task and social activities which had subsequently to be repaired. The present report deals with an attempt to accomplish both the task-breakdown and social organization objective simultaneously. It covers a period of nine months during which an experimental shed was established for selected workers; at the end of the period production and quality were up markedly and earnings had also risen to new levels.—*R. A. Littman.*

6421. Smith, Henry Clay. **Psychology of industrial behavior.** New York: McGraw-Hill, 1955. xv, 477 p. \$6.00.—Using a human relations approach, this book discusses such topics as incentives, fatigue, satisfaction, job anxiety, employee adjustment, group dynamics, supervision, and union-management relations. One chapter is devoted to industrial goals. There are 18 chapters grouped into the following five major sections: work motivation, the man and his job, human relations, psychological methods, and conclusions. The discussion of the results of psychological studies and that of the methods for obtaining results are separated "to present a fuller exploration of the relationship between psychological results and

practical industrial problems." Approximately 450 references.—*C. G. Browne.*

6422. U.S. Army. Medical Research Laboratory. **Psychology Department. A survey of tank crew problems.** *U.S. Army med. Res. Lab. Rep.*, 1952, No. 93, ii, 8 p.—A survey of problem areas specific for the tank crew which may be alleviated by human engineering research was determined by questioning 894 persons attending the armored school, Fort Knox, Ky. The following problem areas were most frequently reported: (1) "Commander—problems of communication"; (2) "Gunner—problems of space allotment"; (3) "Loader—problems of position"; (4) "Driver—problems arising from interference with the field of vision"; and (5) "All tankers—problems of individual equipment (helmets, field jackets, ponchos, etc.)."—*R. V. Hamilton.*

6423. Veneklasen, Paul S. **Methods of noise control—personal protection.** *Noise Control*, 1955, 1(5), 29-33; 79.—Several aspects of ear plugs and ear muffs are discussed in relation to the use of these devices for noise protection. Topics covered are: physiological and physical limitations on the maximum attenuation possible with protective devices, transmission pathways around and through protective devices, some design considerations and difficulties in the use of protective devices. The usefulness of sound helmets is briefly discussed.—*P. D. Coleman.*

6424. Webster, J. C. (Navy Electronics Lab., San Diego, Calif.) **Ear defenders: measurement methods and comparative results.** *Noise Control*, 1955, 1(5), 34-42.—Three categories of protective devices are described: ear plugs, ear muffs and shields that cover the whole head. Several methods of evaluating the attenuation characteristics of these devices are described and compared. Psychological methods mentioned are: absolute threshold shift method, masked threshold method, loudness-balance method, temporary hearing loss method and overall noise level method. Physical methods involve the measurement of intensities under the protective device in the human ear or in an artificial ear. The extent of variability of attenuation measurements among people, among trials and among experimenters is described. Typical values of attenuation are given for various protective devices alone and in combination. It is concluded that with present day noise levels the protective devices we now have available are sufficient to prevent noise deafness if properly used.—*P. D. Coleman.*

(See also abstracts 5474, 5500, 5647, 5859, 6194, 6378)

BUSINESS & COMMERCE

6425. Bilkey, Warren J. (U. Connecticut, Storrs.) **Psychic tensions and purchasing behavior.** *J. soc. Psychol.*, 1955, 41, 247-257.—Comparisons of self-ratings of the food-buying desires and resistance tensions of a panel of consumer families with their actual food purchases for a year are made. The results support Lewin's concept of the psychic conflict as basic in buying behavior.—*J. C. Franklin.*

6426. Bowen, Howard R. **The business enterprise as a subject for research.** New York: Social Research Council, 1955. (Pamphlet 11.) viii, 103 p. \$1.25.—There are rich and varied opportunities

for research on the business enterprise which should become a significant point of interchange of research ideas among social scientists in various areas. The report delineates the field of research on the business enterprise, describes important research topics, and indicates the possible role of various disciplines in the process of inter-disciplinary communication and co-operation. It is concluded that (1) greater emphasis should be given to empirical studies of the business enterprise; (2) encouragement and substantial resources should be given to research on specific and detailed aspects of business behavior; (3) provision be made for closer and more frequent communication among scholars concerned with the study of the business enterprise. 417 references.—C. G. Browne.

6427. Craig, Harold Farlow. (Harvard Bus. Sch., Boston, Mass.) **Administering a conversion to electronic accounting; a case study of a large office.** Boston, Mass.: Division of Research, Graduate School of Business Administration, Harvard University, 1955. xiv, 224 p. \$2.50.—This case study is particularly concerned with the administrative aspects of the conversion to electronic accounting in a large insurance office. Part I of the study contains some background material on the company concerned. Part II contains a series of clinical accounts of incidents of administrative behavior during the conversion period. Part III contains the author's observations on the evidence presented in the first two parts, his conclusions, and recommendations arising from the study.—A. J. Sprov.

6428. Kircher, Paul. (U.C.L.A., Los Angeles, Calif.) **Fundamentals of measurement.** *Advanced Mgmt*, 1955, 20(10), 5-8.—A discussion of the measurement process and its elements, with emphasis upon the problems associated with measurement in the field of business. Examples of measurements are taken from the fields of accounting, job evaluation, and personnel selection. The terminal element in the measurement process, evaluation, is emphasized as it relates to the financial phase of business operation.—A. Canfield.

6429. Lombard, George F. F. **Behavior in a selling group.** Boston: Harvard University, Division of Research, Graduate School of Business Administration, 1955. xx, 358 p. \$4.00.—This book describes and analyzes the detailed behavior of 20 children's clothes salesgirls in a large department store. Much of the data is reported in case study form. The introduction describes the research process. The four major sections are concerned with the salesgirls' behavior with one another, salesgirls and customer relationships, salesgirls and executives, and departmental improvements through training. The conclusions point to a need for the reeducation of executives in sensitivity to group behavior patterns and in awareness of the effects of their own behavior on others. 73 references.—C. G. Browne.

6430. Miller, David Freeland. **The effects of involvement in a purchase decision on attitudes to-**

ward automobiles. *Dissertation Abstr.*, 1955, 15, 1667.—Abstract.

(See also abstract 5856)

PROFESSIONS

6431. Beaver, A. P. (Santa Barbara State Coll., Calif.) **Temperament and nursing.** *Psychol. Rep.*, 1955, 1, 339-344.—108 nurses and 96 students were given the Guilford-Zimmerman Temperament Survey. It was found that this test provided a reasonable degree of differentiation between the two groups.—C. H. Ammons.

6432. Bernard, Jessie. (Pennsylvania State U., State College.) **Dimensions and axes of Supreme Court decisions: a study in the sociology of conflict.** *Soc. Forces*, 1955, 34, 19-27.—"Guttman scaling techniques were applied to a series of samples of Supreme Court decisions in order to determine whether differences of opinion among the justices were matters of degree or of kind, or of both degree and kind, and to explore some of the dimensions involved." Differences in reaction-patterns were found. Since these patterns differed in terms of both areas and years, it is concluded that no "across-the-board cleavages" are reflected.—A. R. Howard.

6433. Buerkle, Jack Vincent. **Factors associated with supervisory success in the operating room: occupational selection and adjustment.** *Dissertation Abstr.*, 1955, 15, 1662.—Abstract.

6434. Copeland, Mary (Emory U., Ga.), Derryberry, Jewell; Eaton, Dorothy, & Harper, Margaret. **A projective technique for investigating how nurses feel about the use of authority.** *Nurs. Res.*, 1955, 4, 79-86.—The instrument for the study was constructed for the purpose of investigating some of the ways head nurses and staff nurses feel about the use of authority in ward nursing service. The projective instrument adapted to nursing situations was suggested by the Rosenzweig picture-frustration study. Data were received from 42 graduate nurses in one Army, one Navy, and one civilian hospital. Complete analysis of the data for two comparable instruments is given. Conclusions and recommendations are given in full.—S. M. Amatora.

6435. Kanter, Louise Miller. **Modes of orientation among protestant clergymen: authoritarianism and humanism.** *Dissertation Abstr.*, 1955, 15, 1664-1665.—Abstract.

6436. U. S. National Science Foundation. **Scientific personnel resources: a summary of data on supply, utilization, and training of scientists and engineers.** Washington: Government Printing Office, 1955. ix, 86 p. 50¢.—Tables and interpretive text present data concerning scientists and engineers in respect to (1) increased proportion in labor force, (2) supply and utilization, (3) professional characteristics and employment, and (4) educational system and training. Data on psychologists: Pp. 57-58. 56-item bibliography.—C. M. Louttit.

(See also abstracts 5886, 6054)

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